

2024-2025

# ACADEMIC CATALOG



**JESSUP**  
UNIVERSITY



**JESSUP UNIVERSITY**  
**CATALOG**  
**EFFECTIVE SUMMER TERM 2024 THROUGH 2024- 2025 ACADEMIC YEAR**  
© *Jessup University*

Jessup University  
2121 University Avenue  
Rocklin CA 95765  
Phone: 916.577.2200  
Toll Free: 800.355.7522  
Fax: 916.577.2203

## Table of Contents

<b>Greetings from Jessup University.....</b>	<b>5</b>
<b>General Information .....</b>	<b>6</b>
<i>Accreditations, Recognitions, and Memberships .....</i>	<i>6</i>
<i>Equipping Leaders.....</i>	<i>7</i>
<i>Campus Area Locations.....</i>	<i>8</i>
<i>Foundational Documents.....</i>	<i>9</i>
<b>Undergraduate Programs .....</b>	<b>10</b>
<i>Admissions – Traditional Undergraduate .....</i>	<i>10</i>
<i>Admissions – Undergraduate Online Program.....</i>	<i>14</i>
<i>Student Life, Activities, and Resources.....</i>	<i>15</i>
<i>Student Success Initiative.....</i>	<i>20</i>
<i>Timeless Truth.....</i>	<i>23</i>
<i>Undergraduate Academic Programs and Distinctives .....</i>	<i>24</i>
Foundational Studies Core – Traditional and Online .....	26
Undergraduate Programs .....	40
Air Force Reserve Officer Training Corps (AFROTC) .....	103
Undergraduate Associate Degree Programs.....	104
Undergraduate Academic Minors.....	108
Certificate Programs .....	112
<i>Academic Information.....</i>	<i>115</i>
<i>Academic Policies.....</i>	<i>119</i>
<i>Expenses.....</i>	<i>132</i>
<i>Financial Aid.....</i>	<i>136</i>
<i>Undergraduate Course Descriptions .....</i>	<i>146</i>
<b>Graduate Studies .....</b>	<b>209</b>
<i>Graduate Admission Policies.....</i>	<i>209</i>
<i>Academic Policies.....</i>	<i>212</i>
<i>Graduate Studies Expenses .....</i>	<i>216</i>
<i>Graduate Studies Financial Aid .....</i>	<i>219</i>

**Graduate Programs and Course Descriptions ..... 223**

**Multnomah Biblical Seminary at Jessup University ..... 283**

**Jessup University Administration & Faculty ..... 299**

**Multnomah Campus Leadership & Faculty ..... 334**

**Campus Directory ..... 338**

**Board of Trustees 2024 ..... 339**

**University Policies and Regulations ..... 340**

## Greetings from Jessup University!



Students at Jessup are Equipped and Known. Because of our commitment to a Christ-centered education, you will receive a first-class education in a community of fellow learners who will help you become all that God intended you to become. The truth is, you become part of a family when you are at Jessup and you experience excellence in a high value atmosphere.

We prayed for you. Before we knew your name and before we even met you, we prayed for you. We are looking forward to meeting you as you become part of the community. You can be part of making history as a graduate of Jessup. We would love to have the opportunity to share in your life as we together seek to glorify God through Jessup University. You have trusted us by being here and we will do our best to make sure your trust is well placed.

John Jackson, Ph.D.  
President

## General Information

### Accreditations, Recognitions, and Memberships

Jessup University is accredited by the WASC Senior College and University Commission (WSCUC; 1001 Marina Village Parkway, Suite 402, Alameda, CA 94501, 510.748.9001), one of the seven major regional college accreditation agencies in the United States and by the California Commission on Teacher Credentialing (CCTC) to offer the preliminary multiple and single subject credential programs.

Jessup is a member of the Association of Independent California Colleges and Universities (AICCU) and a member of the Council for Christian Colleges and Universities (CCCU).

Jessup is approved by the U.S. Department of Education and the State of California for veterans and for the training of foreign students; to provide California preliminary multiple and single subject teaching credentialing programs; and to award the degrees of Master of Arts, Master of Sciences, Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science and both undergrad and graduate Certificates.

Jessup is pending approval by the U.S. Department of Education and the State of Oregon for veterans and for the enrollment of international students (F1); to award the degrees of Doctor of Ministry, Master of Arts, Master of Sciences, Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science and both undergrad and graduate Certificates.

See below for a list of the University's institutional memberships.

Accreditation Council for Business Schools and Programs (ACBSP)  
American Association of Collegiate Registrars and Admissions Officers (AACRAO)  
Association of Advance Collegiate Schools of Business (AACSB)  
Association of American Colleges and Universities (AAC&U)  
Association of Business Administrators of Christian Colleges (ABACC)  
Association of Christian Schools International (ACSI)  
Association of Independent California Colleges and Universities (AICCU)  
Association of Theological Schools (ATS)  
Council for Advancement and Support of Education (CASE)  
Council for Higher Education Accreditation (CHEA)  
Educational and Institutional Cooperative Services  
National Association for College Admission Counseling (NACAC)  
North American Coalition for Christian Admissions Professionals (NACCAP)  
National Association of College and University Business Officers (NACUBO)  
National Association of Educational Procurement (NAEP)  
National Association of Intercollegiate Athletics (NAIA) – Oregon Campus Only  
National Association of Independent Colleges and Universities (NAICU)  
National Collegiate Athletic Association (NCAA) – Rocklin Campus Only  
Online Computer Library Center, Inc. (OCLC)  
Statewide California Electronic Library Consortium (SCELC)  
Student Affairs Administrators in Higher Education (NASPA)  
Western Association of College and University Business Officers (WACUBO)

## Equipping Leaders

For over 80 years, we have kept a consistent focus on shaping people of character and influence for God's glory. Jessup University equips Christ-followers to navigate the world's complexities and excel in their field without compromising their faith. Our students graduate sure of themselves, more confident of their beliefs, and equipped to lead in their chosen field.

Jessup began during the Great Depression of the 1930s. Dr. Eugene Sanderson, who already started three other colleges, saw the need for a Bible college in the greater San Francisco Bay Area. He purchased two large houses on adjacent lots at Fifth and San Carlos Streets in San Jose, across from the San Jose Teachers College campus (now San Jose State University). Over the next several years, he improved the property and built a chapel for the faculty and student body yet to come.

In January 1939, Sanderson asked William L. Jessup to carry on the vision. Brother Bill, as he was fondly called, and his wife, Carrie, moved from Visalia to San Jose to open the College and plant a church. On September 20, 1939, classes began at the new San Jose Bible College with only 14 students, and the curriculum focused on biblical study and preparation for church vocations.

During the 1960s and 1970s, new buildings included a second dormitory, a cafeteria, a library, the Tiffin Center, a multipurpose gymnasium, and a classroom building. The College received accreditation with the Accrediting Association of Bible Colleges (now the Association of Biblical Higher Education) in 1962.

Dr. Bryce Jessup, the late son of the founder and the College's fifth president, began his leadership in 1984. He led Jessup to our greatest growth in enrollment, facilities, and curriculum. Multicultural programs focusing on leadership training were added to the curriculum for students from various cultural heritages in and around San Jose, and students from more than 30 different birth countries enrolled. We received accreditation in 2002 as San Jose Christian College. The name changed to William Jessup University in 2003, and the campus moved to Rocklin, California in 2004. In 2023, the University went through a rebranding initiative to clarify our story and reaffirm the value of Christ-centered higher education.

Dr. John Jackson is now the sixth president of Jessup University. He brings his strategic leadership gifts and passion for equipping transformational leaders at a significant moment in the University's growth. Jessup has more than tripled in size since moving to Rocklin, and we continue to expand our undergraduate, graduate, and online programs. We offer a robust liberal arts education, and every program seeks to reintegrate the truth that God is the author of all knowledge. Under Dr. Jackson's leadership, we consistently strengthen our influence and partnership with organizations and local churches across the Capital Region.

Reconstruction of the Herman Miller complex in Rocklin now provides more than 400,000 square-feet of finished space on the 125-acre campus. Current facilities include classrooms, library, faculty and administrative offices, student residence halls and apartments, student unions, a bookstore, prayer chapel, soccer field, and athletic practice/training facilities. We invite you to visit our campus to experience our new dining facility, gymnasium, visual and performing arts suite, classrooms, science labs, and 6,000 square-foot, state-of-the-art Nursing Simulation Lab.

With the provision of continued growth, we see God's faithful hand over eight decades. We celebrate the past, are grateful for the present, and are confidently expectant of our future. We believe there are many more wonderful years ahead!

In 2022, a rebranding process unveiled the current name as Jessup University, to solidify and improve brand recognition within the Christian higher education market.

In 2024, Jessup entered into an agreement with historic Multnomah University to receive all of its assets and liabilities and to continue its faithful legacy in Oregon and beyond. This strategic move allows Jessup to extend its unique partnership between local churches and communities by equipping students wherever they operate to be transformational leaders in culture. This is also the dawn of a new era for Multnomah, now known as the Multnomah Campus of Jessup University. Jessup and Multnomah were both established in the 1930s and have remarkably similar histories of equipping students to make positive impacts in their local communities and the world. The partnership represents a "merger of mission" and will propel the legacies of both Multnomah and Jessup forward while retaining their foundational principles of spiritual formation and academic rigor.

## Campus Area Locations

### Sacramento, CA

Rocklin, CA – Placer County

In 1839, Johann Augustus Sutter settled at the point where the American and Sacramento Rivers converge. The Mexican Government later granted Sutter 48,000 acres; little did they realize they had given away a goldmine! In 1848, just thirty miles east of Sacramento, gold was discovered. The news quickly spread, and soon fortune hunters from around the world were flocking to the area in what was recorded as the largest human migration in history.

Sacramento became the State capital in 1854 and also serves as the county's seat. Today, gold is still being discovered in the area, only now it is in the form of beautiful architecture, exciting recreational attractions, and a culturally rich and diverse world-class city.

With a fast-growing population of almost 1.8 million people, the greater Sacramento area is a thriving metropolis. Sacramento has many professional sports teams, including the Sacramento Kings, the River Cats, and the Republic FC. Performing arts are also important, and residents can enjoy the ballet, opera, symphony, and theater.

Jessup University is located in Rocklin, California, a beautiful town of 59,000 nestled at the base of the Sierra Nevada foothills in Placer County, 20 miles northeast of Sacramento. The University's location, halfway between San Francisco and Lake Tahoe and only minutes from downtown Sacramento, provides Jessup students with a wide range of service and recreational options.

Placer County offers both urban and rural recreation opportunities. You can catch a play and dinner in Sacramento, or head up to Lake Tahoe for fishing, boating, or camping. World-class ski resorts are only a short drive away, and an extensive regional mall called the Roseville Galleria is just a few minutes from the University. The Fountains at Roseville is a unique collection of stores and restaurants in a beautifully landscaped outdoor setting which includes choreographed dancing fountains and a full calendar of events.

The county is one of the fastest growing in California. This popularity is not only because of the various recreational attractions but also the strong and diverse economy. Computer and technological companies, business services, medical, freight, and recreation industries are just some of the top employers in the area.

Rocklin and its surrounding area hold many opportunities for service and outreach to people in need. Placer and Sacramento counties are exciting places to be to learn more about the Lord and serve His people!

### San Jose, CA

San Jose, founded in 1777 by Spanish colonists, served as the first state capital of California from 1849-1851, and the tradition of being first characterized the spirit of the City. From its beginnings San Jose was a leading center for agriculture. Still a world leader, San Jose is known today as the capital of Silicon Valley, hub of creativity and innovation in the high-tech industry.

As a thriving Metropolitan city, San Jose attracts professional sports teams, including the San Jose Sharks, the Giants, and the Earthquakes. The performing arts are also important and residents can enjoy the ballet, opera, symphony, and theatre. Climate is pleasant year-round which enables residents to enjoy more than 15,000 acres of parkland around the city, 60 miles of recreation and active transportation trails, as well as nearby amusement parks.

San Francisco is only 50 minutes to the north, the beach is a half hour drive, and Yosemite and Lake Tahoe are but a few hours away. Skiing – on water or snow—is within easy reach of San Jose.

### Portland, OR

Portland, Oregon – “the city of roses” – offers the ideal combination of an urban sports and cultural center in an area of startling natural beauty. Consistently listed as one of America's “most livable cities,” Portland spans the juncture of the mighty Willamette and Columbia rivers. Just an hour's drive away, 11,000-foot Mount Hood towers like a great silent sentinel over the city's eastern horizon and offers a full array of winter recreational options. Less than a hundred miles to the west, one of America's most spectacular coastlines hugs the awesome Pacific Ocean.

Majestic vistas also abound in the nearby Columbia River Gorge. Laced with parks, hiking trails, and various points of interest, the gorge features a number of breathtaking waterfalls. There, Multnomah Falls, a photographer's favorite, spills over the rim of the gorge and plunges 620 feet into a mist-shrouded pool.

Adjacent to a nine-acre city park, the Multnomah Campus of Jessup University (MCJU) is located in a residential area of east Portland, near the main city -arteries of 82nd Avenue (Oregon Highway 213), the Banfield Express-way (Interstate 84), and Interstate 205. MCJU students benefit from excellent bus service – virtually at the school's front door – to and from the heart of the city's business district.



## Foundational Documents

### Vision Statement

Our graduates will be transformed and will help redeem world culture by providing notable servant leadership; by enriching family, church and community life; and by serving with distinction in their chosen career.

### Mission Statement

The purpose of Jessup University is to equip transformational leaders for the glory of God.

### Statement of Faith

We believe in one God, the maker of heaven and earth: Father, Son and Holy Spirit, as revealed in the Holy Bible and made known in Jesus Christ our Lord;

We believe that Jesus the divine Son became human, was born of a virgin, ministered in word and miracle, died for our sin, was raised bodily from the dead, ascended to God's right hand, and is coming again for His people;

We believe that the Holy Spirit is presently ministering through the Christian community, empowering lives of godliness and service;

We believe that the Holy Bible is completely God breathed, true in all its teaching, and the final authority for all matters of faith and practice;

We believe that Jesus Christ established His church on earth to carry out His saving mission among all ethnic groups and formed her to be one holy people;

We believe in God's saving grace that calls forth from all people: faith, repentance, confession, baptism, and new life and ministry through the Spirit; and

We commit ourselves to the teachings, practice, and defense of these truths until the coming of our Lord Jesus Christ.

## Undergraduate Programs

### Admissions – Traditional Undergraduate

#### Rocklin, CA - Main Campus

2121 University Avenue  
Rocklin, CA 95765  
916.577.2222

#### Portland, Oregon Campus

8435 NE Gilsan St.  
Portland, OR 97220  
503-255-0332

### Visit Us

Jessup has an individual and unique character, just like you. Experience Jessup for yourself and get a glimpse into what a real college experience is all about through a personalized private visit or by joining one of our many exciting event days. [jessup.edu/visit](https://jessup.edu/visit)

#### **Preview Day**

RSVP for our biggest event where students from across the country join us for Chapel, campus tours, sample classes, lunch and Q&A panels! And if that isn't enough, you'll receive a free Jessup T-shirt and more! Fall Preview Day is going on in October and Spring Preview Day in March. RSVP for Preview day at [jessup.edu/previewday](https://jessup.edu/previewday).

#### **Ready, Set, Jessup!**

Engage with the Jessup community as we support your enrollment journey. Come review your class schedule, meet program representatives, staff, and other incoming students, finish enrollment, and enjoy an evening of food and worship. This is an event that **will prepare incoming students** for their first semester at Jessup. Unsure if you're coming to Jessup? We still want you here! Take a campus tour and join us for fellowship, food and worship. Find out more at [jessup.edu/ready](https://jessup.edu/ready).

#### **The Jessup Visit**

Let's tailor your Jessup experience together! Whether you want a tour, admissions meeting, faculty meeting, lunch in Crossroads Cafe or more, we want to make sure you get the most out of your time on campus! Request a visit at [jessup.edu/visit](https://jessup.edu/visit). Private visit options include (weekdays only):

- Full campus tour
- Attend a class
- Experience chapel
- Lunch at Crossroads Café
- Meeting with an Admissions Counselor
- Faculty meeting based on student's major
- Career and Life Planning meeting

#### **Scholars Showcase**

Compete with your peers for our most distinguished achievement awards where we dress for success and interview with the best in your field of study! Meet with Faculty and Staff of the University for the chance to earn the prestigious *Jessup University Scholar Award* for full tuition and also for our *Program Scholar Award* for each major! Apply at [jessup.edu/scholarapp](https://jessup.edu/scholarapp). The application deadline is December 1<sup>st</sup> each year.

### Application Procedures

Student applications are an encompassing process that allows us to evaluate acceptance on an individual academic and personal basis for admission to the university. Whether you're a first-time freshman or a student transferring in, there are a few steps that you need to take in order to complete your file:

1. Fill out an application for Admission at [jessup.edu/apply](https://jessup.edu/apply), and pay the \$60 application fee, if applicable
2. Submit OFFICIAL transcripts of work completed through the most recent term.
  - First-time freshmen – transcripts should be at least through the end of the junior year (sixth semester)
  - Transfers – Final OFFICIAL high school transcripts (with graduation date) and college through the most recent semester completed
3. OPTIONAL: Submit OFFICIAL SAT/ACT results.
  - First-time freshmen – Either SAT or ACT test scores can be submitted. Students may choose which test to take and submit.
    - SAT/ACT scores may be used to determine a student's Math/English placement. It is HIGHLY recommended that students submit their scores during the application process. See Placement Testing Section for more information.

- Transfers – Test results are suggested for some transfer students with less than 30 transferable units, 24 of which should be academic solid units.

## Completing Your Application

Once the above steps are done, your file is considered complete. A preliminary file evaluation will be conducted, and an admission decision will be issued.

### Priority Filing Dates:

Application for admission for subsequent semester:	Fall Semester	Spring Semester
Applications Open	May 1	January 1
Early Action Fall Date	December 1	
University Enrollment Deposit Date (refund eligible unit)	May 1	December 1

## Confirmation Deposit

Once accepted, applicants are required to submit a confirmation deposit to secure a spot for the coming semester. Priority consideration for housing, registration, and financial aid is awarded to those students who submit the deposit postmarked by their respective due date. The confirmation deposit is applied directly to tuition costs for the first term of attendance. Students can view confirmation deposit costs and pay in the application portal.

### Jessup Priority Confirmation Deadlines

- Fall Semester: May 1
- Spring Semester: December 1

**IMPORTANT:** Enrollment deposits become non-refundable after the priority deadlines.

## Canceled Applicants

An applicant who does not complete the admission application process or enroll for the semester in which they are offered admission will be canceled and placed in an inactive status. Offers of admission may be deferred to a future semester upon approval of their Admission Counselor. Applicants must communicate their desire to have their file reactivated as well as provide updated transcripts and do so by the subsequent deadline. At that time, an Admissions Counselor will assess what is needed to update the student's previous file and reactivate the admission application process.

## Admission Criteria

Jessup seeks to admit applicants committed to a Christ-centered environment who can demonstrate solid academic preparation and desire to participate in the thriving campus community.

1. Submit application and \$60 application fee, if applicable.
2. Submit OFFICIAL high school transcripts.
3. Commitment and compliance to the [Jessup University Community Covenant](#)
4. \*OPTIONAL: OFFICIAL SAT and/or ACT scores.

*\*See the Placement Testing Section for more details.*

## Freshmen

It is recommended that a high school student follow a competitive college preparatory plan that most high schools have established.

### Jessup Recommended Core Curriculum

- Four years of English, including literature and composition
- Three years of math (minimum: Algebra I and II and geometry)
- Three years of science (general science and two of: biology, chemistry, or physics)
- Three years of social science (U.S. and world history, government/economics)
- Two years of one foreign language (American Sign Language is accepted.)
- One to four years of an academic elective (i.e. math/science/social science/religion)
  - Minimum precalculus, biology, and chemistry are strongly recommended for pre-med or pre-physical therapy tracks

## Transfer

A transfer student is defined as a high school graduate who has attended college following the summer of graduation.

### Jessup Transfer Guidelines

- Transfer applicants must have completed 30 academic semester units, 24 of which should be academically solid at the time of application.
- If less than 30 solid academic semester units are available for transfer at the time of application, the admission evaluation will also include final high school transcripts.
- Coursework considered for admission may differ from what coursework is actually transferable.
- To help you determine which units will transfer, students who have completed their application file may receive a transcript evaluation and degree audit from our Registrar's Office.
- Applied or PE transfer units will be utilized for General Education Electives only.

**IMPORTANT:** *Any balances owed to previous schools must be paid in full before students are eligible to transfer to Jessup.*

## Academy Program – Admission on Academic Support

Students whose academic record indicates challenges in past performance may be admitted to Jessup through our Freshman or Transfer Academy. The academy program is designed to ensure students utilize academic supports such as mentorship, career exploration, and embedded tutors to ensure success at Jessup. For more information, please connect with your admissions counselor.

## Former Jessup Student or Former Multnomah Student (Reapplicant)

Students who have previously attended Jessup and would like to return to the traditional undergraduate program should complete the following steps. (Students must be eligible to return per the Registrar's Office and Student Life.)

### Jessup Reapplicant Admission Process

- Submit an [Application for Readmission](#), and pay the \$60 application fee, if applicable.
- Submit final, official transcripts from all schools attended since prior enrollment at Jessup.
- Clear any outstanding balances at Jessup.

## Non-US Citizen/International Student

Jessup University is approved by the U.S. Citizenship and Immigration Services for the admission of non-U.S. citizen/international students. We welcome talented students from across the globe to come here to share their expertise, visions for the future, and dedication to improving our world.

### Jessup Requirements for Non-U.S. Citizen/International Students

- [International Application](#) form with \$60 non-refundable application fee (completed with applicant signature)
- Copy of valid passport
- Minimum graduating high school GPA required
- Official copy of transcript (from all secondary and post-secondary school)
- Official copy of diploma (from secondary school)
- Official transcripts (from all college and universities attended)
  - May need to be translated and converted into a U.S. grading system
- TOEFL score: 70+ IBT or 523+ PBT; IELTS academic score: 5.5; or Duolingo score of 90.
  - Waiver options:
    - English Language: Medium of Instruction/Certificate
    - MOU with sending institution
    - Personal interview/assessment
- Personal essay (500 words)
- Financial documents
  - I-134 financial support declaration
  - Bank statement showing minimum amounts of support available
- Health documents
  - Student statement of health
  - Medical examination (with physician's signature)
- International Student Agreement form

**Director of International Student Services:** Sun, Yi; 916-672-3232; [ysun@jessup.edu](mailto:ysun@jessup.edu)

## English Proficiency

All degree-track students must satisfy the University's general education requirements. Completion of English Composition I and II or their equivalents (as determined by the General Education Department) is required of every candidate for a degree at Jessup.

## Placement Testing

### English

Placement into ENGL101A without concurrent enrollment in ENGL100L, English Writing Lab, will be determined by ACT or SAT scores. A student must attain either a score of 20 on the English section of the ACT or 560 on the Evidence-Based Reading and Writing section of the SAT (500 on the Critical Reading section of the SAT, taken before March 2016) in order to be placed into ENGL101A without being required to also take ENGL100L. Scores below this will require students to take ENGL100L alongside ENGL101A to advance to ENGL101B. If a student does not believe that they are placed correctly, they are allowed to challenge this decision by taking the English Placement Test for \$30. International students will complete English Placement testing when they arrive on campus.

### Math

Transfer credit, AP scores, and SAT or ACT scores will be the primary tools used to determine placement into MATH094, MATH095, MATH100, MATH101, or above. A student must attain either a score of 20 on the Math section of the ACT or 550 on the Math section of the SAT (520 on the Math section of the old SAT, taken before March 2016) in order to be placed into MATH100 or above, or have acceptable transfer credit or AP scores. If proper placement cannot be determined from the above criteria then the student will be required to take a placement test through the university. If a student chooses not to take the placement exam then they will be placed into MATH094. For further questions regarding placement please contact your Success Coach.

### Chemistry

To ensure the success of our students in CHEM 110 and CHEM 111, placement into these courses will be determined by successful completion of a college-level introductory chemistry course with a C or better within the past three years *OR* a score of 25 or better on the California Chemistry Diagnostic Exam. Students not meeting either of the two above requirements are referred to our introductory chemistry course: CHEM 100.

### Challenging a Placement

Students may pay a \$30 fee per subject to use this testing to challenge their course placement. These tests are written and must be scheduled through the Academic Achievement Center by calling 916.577.2298

## Admissions – Undergraduate Online Program

<https://online.jessup.edu/>

### Admission Criteria for Online

#### **(ALL degree programs)**

To be admitted to the Online program, a student must meet or exceed the following requirements:

- Cumulative 2.25 GPA for transfer students OR cumulative 2.5 GPA for first time freshmen (on a 4.0 scale). Applicants with a lower GPA will be considered on a case-by-case basis.
- Proof of high school completion and any applicable transcripts.
- High School Transcripts Required for all First Time Freshman
- High School Transcripts Required for students with less than 60 transferable units or ALL students wanting to apply for Cal Grant
- Official transcripts from all colleges and universities previously attended (if applicable).
- Official transcripts must arrive in a sealed envelope from the previous institution. Official E-transcripts will also be accepted.
- All students are required to verify high school graduation by submitting a high school transcript or diploma showing graduation date. If no high school graduation transcript is available, talk to the admissions to determine the appropriate use of a GED certificate, California Proficiency Exam results, or other means to verify academic standing and eligibility for financial aid. In addition, all other post-secondary transcripts should be included.
- A willingness to study in a Christian university with requirements including Bible.

### Admission Procedures

Application is a simple process that can lead to a quick decision concerning your enrollment eligibility. The process requires the submission of the following:

1. A completed [application](#).
2. Official transcripts from all colleges and universities previously attended. Official high school transcripts showing graduation date. Official transcripts must be sent directly from the institution to the Admissions office.
3. Complete the Free Application for Federal Student Aid (FAFSA) online, if you plan to use financial aid. Online filing is faster and the preferred method. Contact the Financial Aid Office with any questions.

Upon meeting all of the above criteria, the Admissions Committee will consider the admission application. Jessup University reserves the right to reject any applicant or any request for readmission for any reason it may consider valid.

### General Education Units

General education and free electives are offered in the same accelerated format as major courses. These classes serve students for completion of degree requirements. General education classes are scheduled in a manner consistent with major courses, allowing students to complete all their degree requirements at Jessup in a time-effective and continuous manner.

# Student Life, Activities, and Resources

## Student Experience

Studying and living at Jessup University is a voluntary association with a community framed by Christian scriptures and tradition, the Community Covenant, and our Independent Christian Church and Restoration Movement heritage. We strive to be a community of grace and truth that loves God, and others. Our desire is to send leaders out to make a transformational difference in the church and world. This community invites students to encounter values, ideas, and cultures which may be new or different and to be an active, contributing member of a learning community where intellectual, emotional, spiritual, and physical dimensions of life can be developed.

The Jessup student experience means students are asked to align certain lifestyle practices and behaviors for a season of time in order to learn and grow in community. When violations of the Jessup University Community Standards and Expectations occur, the process outlined in the [Student Handbook](#) will be followed in an effort to help students grow and hold them accountable for the good of the individual and community.

## Student Life

An essential element of a college student's holistic formation and development is by fully immersing oneself in environments and experiences outside of the classroom. The Student Life team, is made up of a diverse group of Jesus-loving, competent Student Affairs professionals that desire to work towards creating spaces at the university where students can be challenged, get connected to the community, grow as an individual and Christ-followers. We pray and hope that every student will be transformed by the whole Jessup experience. Jessup students will grow in Wisdom, Life Competencies, Community with God, and in Community with each other (Luke 2:52).

The Student Life Office consists of Campus Ministry (CM), Jessup Engagement, Residence Life and Housing (RLH), Student Conduct, and Warrior Wellness and Care. While each of these areas has countless other programs – including Campus Life Activities Board, Commuter Life, Warrior Welcome, Jessup Family Groups, Outreach, Student Government, etc. - we are committed to creating programs and experiences that will enhance the student experience at Jessup for the glory of God and the development of His people. For students to be prepared as Christian leaders, they must continue to develop integrity and Christian character. The right balance of hard work, academic study, spiritual discipline, relationship building, mentoring, and involvement in service is important to develop early on in the university experience.

To that end, the Student Life staff is committed to seeing every student:

- Succeed and thrive at Jessup;
- Encounter God in a community of faith, hope, and love; and
- Leave ready to lead and serve with a sense of vocational calling and purpose.

For the most current information on issues related to Student Life, please visit the [Student Life Webpage](#) or access the [Student Handbook](#). If you would like to meet with a member of the Student Life staff, please stop by the Womack Student Life Building to make an appointment or email to [StudentLife@jessup.edu](mailto:StudentLife@jessup.edu).

## Spiritual Formation at Jessup

Spiritual formation is an inseparable aspect of Jessup University's educational goals. To help each student in our traditional program to engage in intentional spiritual growth at Jessup, we have created a co-curricular spiritual life program to help guide students as they participate in a wide variety of discipleship and outreach experiences. This transformative program is a hallmark of the unique Christ-centered education students receive at Jessup.

Chapel is the heartbeat of community worship at Jessup University. Three times a week we join together as students, faculty, staff, and administration to worship God, study His Word, and hear from a broad diversity of speakers and artists from within our community and all over the world. Jessup Chapels are held during the fall and spring semesters with the exception of school breaks and major holidays.

Because we believe students will be blessed by this time of worship and message, it is required for all full-time students to attend Chapel regularly, 20 times per semester. (See our [Chapel Attendance Requirements](#) for more information on specific Chapel attendance policies online).

To supplement the Christ-centered teaching in the classroom, Campus Ministries has custom-built a variety of environments to invest in your spiritual life. We believe every person is created by God to have a personal relationship with Him through the person of Jesus Christ, and the transforming work of the Holy Spirit. Because of this conviction, we are committed to helping each student grow to be a passionate follower of Jesus through our Spiritual Life Credit program. To aid you in this journey, we have optimized two tracks to invest in your spiritual growth: Discipleship Experiences and Outreach Experiences.

## Discipleship: Spiritual Formation Groups (SFGs)

Jessup University offers a variety of school-sponsored spiritual formation small groups to encourage students to grow in their faith. Jessup Spiritual Formation Groups, or SFGs, are small groups of 5-10 students formed with the purpose of mentorship, encouragement, and spiritual growth. Participation in an SFG allows for student mutual accountability within a small group, interact with others on tough issues, and support one another through prayer and friendship.

Spiritual formation groups are not for academic credit, and there is no fee required to participate in an SFG. Students may sign up for an SFG during open registration at the SFG page on the Campus Ministry website, with a choice of leaders and topics. The majority of Jessup SFGs are offered on Mondays from 9:30AM to 10:20AM, but groups are offered throughout the week at various times.

Each semester of a Jessup SFG is worth 2 spiritual life credits. To receive spiritual life credit for an SFG, a student must attend a minimum of 9 meetings in a given semester. Furthermore, a student must be registered for the group they attend in order to receive credit.

For more information on Jessup SFGs or the Spiritual Life Credit program, visit the [Campus Ministries Webpage](#).

## Outreach & Service Opportunities

Making an impact beyond our campus has been a longstanding tradition at Jessup University. We believe that God has equipped each person with specific gifts, passions, and interests that can be used to make an impact for Jesus' name in the world, and we are more than happy to help each person discover his or her place in living out the Great Commission in whatever capacity He leads.

### Local Outreach

Jessup has a variety of local outreach partners that we work with to assist them in their unique community, including opportunities to engage in ministry with at-risk youth, refugees, the homeless community, and many more. Students are also given the freedom to find an appropriate volunteer position within a church, sending organization, local community outreach, or any other approved partnership. For more information on Local Service opportunities, visit the [Campus Ministries webpage](#).

### Global Outreach

Jessup has a heart for the nations and desires to see all people changed by the Gospel of Jesus Christ. To that end, we want to raise up, equip and send our students to the ends of the earth to engage unreached peoples with the Gospel. Our vision is to see every student missionally engaged in serving both locally and globally. Jessup offers domestic and international Global Outreach trips each year. These are a great way to earn Spiritual Life Credit and we encourage every student to consider going on at least one Global Outreach trip during their time at Jessup.

For more information on Global Outreach visit the [Campus Ministries Webpage](#).

## Spiritual Life Credit Program and Requirements

Students are given multiple opportunities to engage in discipleship and outreach, both through Jessup-sponsored programs, and through local churches and nonprofits. In addition to ongoing chapel participation, all full-time traditional students are expected to complete a variety of experiences to earn 6-12 Spiritual Life Credits in order to graduate. Students may view their total accrued Spiritual Life Credits through the student portal as it is their responsibility to keep track of their total Spiritual Life Credits on the path to graduation.

To ensure the quality and impact of each of the experiences above we have crafted detailed policies and parameters concerning the content, focus, and partnerships for spiritual life credits. The [Campus Ministries Webpage](#) has an extensive list of guidelines for spiritual life credits, and we recommend all students read these in their entirety before engaging in a discipleship, outreach, or service opportunity they hope to submit for credit.

## Student Life at Jessup's Engagement - Team

Student success and the college experience is greatly impacted by a student's comfortability with navigating campus, understanding resources, and connecting within the campus community. Jessup's Engagement Team provides opportunities and pathways for new and continuing students to

- discover campus, student resources, and the Jessup community
- connect over interests and relationships contributing to a sense of belonging at Jessup, and
- intentionally engage to enhance their personal development and college experience.

Students have the opportunity to participate in, and even involve themselves in leadership of, a variety of activities and co-curricular programs. While some opportunities are annual pillars, such as Warrior Welcome, other offerings can vary by year and detailed information can be found on the [Student Activities and Engagement webpage](#). Activities and programs typically align with one of the following areas:

### Student Engagement

Our **Campus Life Activities Board (C'LAB)** hosts and partners with other campus entities to provide events and environments for social interaction, recreation and wellness, commuter connections, and Jessup traditions. We believe campus should be a fun and welcoming place where students get to experience life outside the classroom and solidify who God created them to be through; connections with peers, challenges that enhance personal development, active pursuit of holistic wellness, and investment in healthy competition, team camaraderie, perseverance, and personal growth. C'LAB is a Student Life-sponsored student organization. Program and event information can be viewed online on the [C'LAB webpage](#).

Jessup's **Student Government Association (SGA)** provides an opportunity for students to get involved in advocating for student voices, seeking opportunities to elevate the Jessup student experience, and partner with Administration to understand and meet a variety of student needs. Students are encouraged to be involved and share ideas, questions, and concerns through SGA meetings and programming. Online suggestions and questions can be submitted on the [SGA website](#).

**Community Engagement** promotes student-initiated involvement and gathering students together around a common interest through a variety of clubs, organizations, and academic Greek life. Community Engagement also creates space and gatherings that promote relationship building and connection for specific demographics of students and other affinity-type connections, such as commuter connections for commuting students. View more information about current [clubs and organizations](#) and [commuter resources](#) online.



## Warrior Welcome

**Jessup Family or "J-Fam" Groups** focus on creating supportive and encouraging environments and programs that aid new students in discovering how to be a successful college student, navigating Jessup, connecting interests and passions with opportunities on campus, and learning about themselves in this new stage of life all within the context of a Christ-centered learning community. All new students will experience guided peer mentorship, small group connection and discipleship, and community and relationship-building activities through J-Fam offerings and the Warrior 40 initiative. Participation and completion of specific components offered within the experience allow students to earn professional, academic, and personal growth skills in addition to Spiritual Life Credits.

Opportunities for new students to be introduced to campus resources, important information, and oriented for success at Jessup are spread across **Jessup 101 steps**; **Ready, Set, Jessup**; and **Warrior Welcome Weekend Festivities**.

## Warrior Wellness and Care (counseling services and support)

Personal and emotional development is an important part of any student's university experience and preparation for life and service. Jessup offers several opportunities for students to develop their emotional, relational, and physical wellness. Support for personal issues, such as grief, anxiety, illness, self-care, diet, food insecurities, and issues of homelessness are available through the Student Care office. Hungry Warrior is our food and basic needs pantry that provides non-perishable and some perishable items for students in need. On-Campus and Off-Campus counseling options are available to students at low cost. The University maintains a network of professional counseling services that are subsidized by the University to help students reduce the total cost of private counseling. These confidential services are available for all current traditional, graduate, and online students during the academic year. Students also have access to 24/7 Tele-health services through TimelyCare. The tele-health service provides on demand access to medical and mental health professionals for which initial visits are free of charge. For referrals or other information, please email [care@jessup.edu](mailto:care@jessup.edu) or visit the [Warrior Wellness and Care Website](#).

## Residential Living on Campus

Our residential communities are designed to prepare students who are in their formational college years (traditionally 18-23 years) to lead extraordinary lives through:

- Integrating learning and spiritual growth;
- Participating in holistic programs and services that foster student involvement, responsibility and leadership;
- Living and learning in intentional communities where students, staff, and faculty integrate key academic, social, spiritual, and recreational experiences;
- Providing safe and secure residence halls;
- Committing to igniting God-given passions and social responsibility in partnership with faculty and staff.

As a residential university, Jessup requires all students to live on campus. In the event campus housing exceeds capacity, a lottery selection process will be initiated.

A student who meets one of the following requirements and has a completed and approved application for Commuter Status on file with the [Office of Housing and Residential Life](#) is exempt:

- Married or living at home with parents; or,
- The student's parents request permission for the student to live with a close relative/family member who has an established home in or near Rocklin, or,
- Living off campus for health reasons is required by a physician (documentation is needed); or,
- The student has more than 90 units; or,
- The student is 22 years old or older; or,
- The student is participating in an off-campus program, internship, or student teaching.

Financial aid policies state that "institutional aid may be coordinated to create a package of up to 75% of tuition for commuter students and up to 100% of tuition for students living on campus."

In partnership with Bon Appetit, the Crossroads Cafe offers food services for students that are healthy, locally sourced, and reasonably priced. Jessup requires all TRAD (Traditional Undergraduate) students to participate in a campus meal plan, and agrees to elect a plan from the list of available options as listed on the [Residence Life and Housing website](#).

The Disability Support Services (DSS) office provides support for all Jessup students. For students with disabilities, the DSS Office will serve as the connection between the classroom and housing accommodations, student support, and accommodations advocacy. All WJU students may benefit from the various services offered for academic growth and development

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the DSS Office provides eligible students with a variety of individualized, reasonable accommodations. Reasonable accommodations are defined by accommodations that provide the student with equal access to university programs and services and do *not* include accommodations that would fundamentally alter the nature of a course/program, impose an undue financial burden on the university, pose a threat to others or remove essential program requirements. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from a documented disability. Verifiable documentation must be provided by a medical doctor or appropriately licensed professional.

For more information, please visit our website at [my.jessup.edu/disabilitysupportservices/](http://my.jessup.edu/disabilitysupportservices/).

## New Student Programs – Traditional Students

### *Warrior Welcome*

At Warrior Welcome, students engage in a variety of activities designed to enhance their university experience and foster a sense of belonging. This weekend-long event is packed with diverse activities, programming, and smaller events. It aims to facilitate connections and ease the transition into university life. Warrior Welcome promises an unforgettable weekend, whether students prefer to unwind with movie nights under the stars or dive into friendly competitions. There's something for everyone as we offer inclusive spaces for exploration and growth. Warrior Welcome is not just an event – It's the start of a new chapter.

### *Jessup Family Groups or "J Fams"*

All new students (new/transfer) will be part of a small group that will meet on Mondays throughout their first semester at Jessup. These groups are an intentional starting point to learn how to thrive at Jessup as students explore, deepen, and apply the Christian faith, make connections and build relationships, and develop an understanding of resources and learning that will assist them in being a thriving, successful student. Students that fulfill all required components of the First Year Experience receive up to 4 Spiritual Life Credits in their first semester at Jessup.

Student leaders play a vital role in New Student Orientation (Warrior Welcome) components and Monday Spiritual Formation Groups/First Year Experience groups by facilitating directed programming, sharing their personal college experiences, providing peer mentorship, and building relationships with new students.

## Student Leadership

The Jessup Student Leadership Program equips students to be Christ-centered transformational leaders through competency-based learning and experiential professional leadership development outside the classroom. The development of strong leadership skills among our student body is an important purpose of the University; the Student Leadership program provides practical, focused opportunities to students in the traditional program for leadership development and competency-based learning.

Students that are chosen to participate in a Jessup Student Leadership will have the opportunity to serve in one of many roles within the Student Life Office. Campus Ministry (CM), Jessup Engagement, Residence Life and Housing (RLH), Warrior Wellness and Care, Campus Life Activities Board, Commuter Life, Warrior Welcome, Jessup Family Groups, Outreach, Student Government, and others has roles that allow students to grow in their leadership while also serving the Jessup community.

Student Leadership first and foremost, has Kingdom impact. The students and their professional staff leaders serve in a way that points to Jesus. Additionally, these incredible students help fulfill the university's mission in educating transformational leaders by producing change and building lives through authenticity, inspiration, empathy, and innovation. Jessup student leaders develop transferable skills that not only become exceptionally employable in their chosen field upon completion of their education at Jessup, but these students head out into their world to make a difference. We pray that everyone considers serving in student leadership during their time at Jessup.

## Jessup Theatre

The department of theatre is a multifaceted community of artists that strive to be the "...most irresistible experience in live theatre from Reno to the Bay Area." We offer multiple productions per year for students, the Jessup community and the regional community to get involved with both on stage or behind the scenes. We offer two main stage productions - 1 musical and 1 non-musical, in the Academic Warehouse stage. We offer 2 second stage productions - 1 student directed and 1 faculty directed piece in our Performance Laboratory Black Box Theatre. We also have a touring group of students who perform great musical theatre pieces as well as famous theatrical scenes and monologues. Students tour to different High Schools and performing arts groups to share what Jessup has to offer. Lastly, we will be taking part in the 24-hour play festival in the winter months as yet another opportunity for people to get involved at Jessup. Auditions are open for the whole community at large. Come experience performing or working backstage on set crew, wardrobe and costumes, light operations, sound operations, stage management, box office, or house management. You will love joining our powerful, positive, and prayerful community at Jessup Theatre!

## University Music Activities

The Jessup University Music Department provides opportunities for student involvement in musical activities. Participating in a Jessup music group is a great way to make new campus friends, experience excellent musical training, perform, and serve the University.

- **University Choir & Orchestra:** open to all Jessup students by audition
- **Jessup Concert Choir:** open to all Jessup students by audition
- **Jessup Jazz Band:** open to all Jessup instrumentalists by audition
- **Jessup Chamber Orchestra:** open to all Jessup students by audition
- **Masterworks Chorale:** open to all Jessup students, (audition not required)
- **Crossroads:** open to all Jessup students by audition who are actively involved in either University Choir & Orchestra or Jessup Concert Choir

## Intercollegiate Athletics

Jessup Athletics supports the mission of Jessup University by promoting leadership using talents provisioned by God and developed through participation in intercollegiate sports. Jessup Athletics prepares student athletes to compete and to lead a life of Christian character and service to society.

Athletic programs include varsity intercollegiate teams in men's and women's basketball, soccer, cross country, track and field, golf, tennis, volleyball, men's baseball, sideline cheer, STUNT, and softball. The University is a member of the National Collegiate Athletic Association Division II, competing in the PacWest Conference at our Rocklin, CA campus.

Student Athletes at the Portland Oregon campus will participate through NAIA Conference and Regulations.

## **NCAA Intercollegiate Athletics Class Attendance Policy**

Student-athletes will be excused to miss class only under the following circumstances per NCAA Division II rules and regulations. "Excused" means that the student-athlete will be given the opportunity to make up any missed assignments or class work without penalty. The following information is provided to student-athletes, head coaches, and faculty members and is intended to summarize Jessup policies on missed class time due to athletics contests.

- Student-athletes are not permitted to miss class for home practice activities including but not limited to: practice, weights/conditioning, film study, promotional events, or community engagement events. There are two exceptions:
  - When a team is traveling to an away-from-home contest and the practice is in conjunction with the contest. Bylaw 17.1.
  - Championship Practice. Student-athletes representing Jessup at a conference or NCAA championship shall be permitted to miss class time to attend practice activities in conjunction with the event. Bylaw 17.1.
- Student-athletes are permitted to miss class for competition, home and away, during the regular season and/or playoffs. No class time shall be missed for competition, including activities associated with competition, outside of the regular season and/or playoffs, per Bylaw 17.1. Student-athletes are not excused from classes that end prior to departure time on the day of travel.
- Student-athletes are responsible for notifying faculty within five business days after the first day of class concerning any future missed class time due to athletics contests using the Class Absence Reporting Form. This will ensure the individual faculty member has been notified of sport-related absences PRIOR to missing class. The form includes a section requesting accommodations for completion of any missed assignments. This must be completed fully by the faculty member and returned to the student-athlete within 72 hours of receipt. All missed class work and assignments must be completed according to the schedule established by the faculty member teaching the course. Per institutional decision, faculty members are expected to provide substantive learning assignments on this form for any missed in-class work and not penalize the student-athlete for missing class.
  - Note: Any student-athlete who does not complete the form correctly or on time is not protected from missed class penalties under this policy.
- In the case of last-minute travel itinerary changes due to unforeseen circumstances, the student-athlete is responsible to promptly notify faculty (within 24 hours of the change).

Individual faculty members will judge the validity of student-athlete absences from class and may require documentation for excused absences. In such cases the student-athlete will submit a written request to the Assistant Athletic Director for Compliance to request that documentation be sent to the faculty member. For classes requiring mandatory attendance incompatible with the number of planned absences, student-athletes will be advised to register, if possible, during a semester in which they will not be participating in the university sanctioned activity.

If a faculty member already has a policy in place that allows for a minimum number of absences, missed in-class assignments, and/or late assignments, then absences due to athletics contests will apply toward that policy first.

As with any academic issue, student-athletes may exercise their right to appeal adverse attendance decisions. Should the faculty member and student-athlete be unable to agree on appropriate accommodation under this policy, either party shall have the right to request mediation. The person seeking mediation should contact the Faculty Athletics Representative. He or she may ask the student or faculty member to pursue resolution by meeting with the following individuals (in order) until the issue has been resolved: the Department Chair, Academic Dean, and the Vice-President Academic Affairs. The Faculty Athletics Representative may also work to mediate the request for accommodation on behalf of the faculty member or student, and may choose to collaborate with the Director of Athletics in this process.

The Intercollegiate Athletics Class Attendance Policy was developed to ensure collaboration between faculty members and the student-athlete to achieve graduation requirements.

## **Student Life Office**

The goal of the Student Life Office is to support, advocate, promote the student experience by fostering opportunities beyond the classroom that will impact a student's social, personal, physical, and spiritual development experience. We believe that the development of relationships and the building of community are essential elements of the overall educational experience and will aid in both success at the University and success in life as a whole. As such, we encourage students to benefit from involvement and participation in campus community activities and programs aimed to assist in the development of relationships and provide experiences that will reinforce the value and importance of community involvement and service.

The Womack Student Life Building is the focal point of all departments and programs within the Division of Student Life. Here students will find the offices for the Director of Student Life, Campus Ministries, Residence Life and Housing, Student Activities, Student Leadership, and Student Government.

The following services are also provided through the Student Life Office:

- Distribution of student identification cards
- Determination of chapel attendance and completion of SFG and service requirements
- Assistance with housing and commuter status processes and university meal plans
- Coordination of student activities calendar
- Publication of the Student Handbook
- Enforcement of University student policies
- Campus store and University mail services

## The West Student Union and Crawford Commons

The West Student Union and Crawford Commons provide space where students may relax, watch TV, participate in student clubs and organizational meetings, study, or visit with fellow students. They provide accessible, fun, and inviting settings for the campus to enjoy and a comfortable social outlet for all Jessup faculty, staff, and students. Board games, pool tables, and ping pong tables are available to all current University students.

## Crossroads Café and The Shack

Not only places to enjoy a meal at Jessup but also places for fellowship and interaction with the University community. Please check online for meal times at the [café](#) and Shack.

## Paul Nystrom Library

The Paul Nystrom Library houses hundreds of thousands of books, periodicals, journals, CDs, DVDs, and streaming music and videos in our physical and digital collections. Collection strengths include biblical studies, counseling psychology, and the restoration movement. The digital library collections are accessible to students 24/7, on or off campus, through the [library's website](#).

Whether you are looking for reference help, deciding where to begin your research, or simply searching for a book or article recommendation, the library staff wants to help. Feel free to make an in-person appointment with a librarian or chat with a librarian online while browsing the website, and if the library doesn't have a particular book you need, you can even request it through us from another library. The library is open year-round. Check the [library's website](#) for current hours.

## Media Lab/Innovation Center/Equipment

The Paul Nystrom Library also makes equipment available for student use, such as computers, printers, 3D printers, laser cutter, crafting tools, Wi-Fi and power outlets. The library includes a media lab, an innovation center, six bookable group study rooms, and a variety of study seating. Check the [library's website](#) for a current schedule and contact information.

## Textbooks

Jessup has partnered with Slingshot to provide our students with course textbooks, reading materials, and digital e-readers. All new students are automatically enrolled in this service but may choose to opt out or adjust their preferences via the link provided during the online registration process and on our website. Eligible financial aid recipients may use their excess financial aid funds to purchase or rent textbooks through Slingshot.

## Student Life Appeal Process

In the event a student has a specific concern regarding a policy or procedure of the University, the student is encouraged to communicate the concern in writing to the Director of Student Life or by checking out the [Student Complaint Submission page](#). The Director of Student Life will act to bring formal resolution to the stated grievance either by addressing the issue directly or, if necessary, referring the issue to another University official. More information on appeals may be found in the Student Handbook.

## Network and Technology Acceptable Use Policy

The Jessup University Network and Technology Acceptable Use Policy regulates the direct and indirect use of technology resources, both on campus and off campus. Individuals are expected to be familiar with the Network and Technology Acceptable Use Policy before utilizing University technology resources. Any of the following actions signifies that an individual has read this [Network and Technology Acceptable Use Policy](#) and agrees to comply with it: (i) logging into network accounts or signing the mobile device policy form, or (ii) any use of technology resources. The use of Jessup network property or resources is not permitted for purposes that may be deemed as inconsistent with Jessup's [Mission](#), [Statement of Faith](#), or [Student Handbook](#).

## Student Success Initiative

### Success Coaching

**Success Coaching is a developmental and holistic approach to student advising.**

Students are taught to take an active role in their educational and degree planning. Success Coaching is a proactive and relational approach that provides guidance and support for every student from admission to graduation. Every student at Jessup is assigned a Success Coach, no matter what level of degree or program delivery students are pursuing. Success Coaches will guide students through their academic, mental health, life planning, and spiritual journey. Students are ultimately responsible for understanding degree and graduation requirements and planning the completion of their degree. Success Coaches will educate students on the resources and the tools available to them to support degree planning and student success.

On-campus, undergraduate students are encouraged to meet with their Success Coach and our Faculty Mentor prior to course registration each semester. Students are also encouraged to reach out to meet with their Success Coach with any question, concern, or struggle. Additionally, faculty play an integral role in giving guidance to students as it relates to the student's field of study, research opportunities, internship, graduate school, and career exploration.

## Career Services

Career Services provides resources for students and alumni of Jessup University in find gainful employment. Engaging in early career planning is essential in your gaining knowledge and experience to set you up for success during and after college. Internships are required in most academic majors, so meet with us early and often.

We hope to make the education students receive as marketable as possible through a variety of classes, workshops, one-to-one career counseling appointments, and events. Career readiness coursework is a recommended prerequisite to internship, mentorship, fieldwork, and practicum in most majors. Check with your faculty advisor for information and scheduling.

Career assessment and guidance instruments are available to help students explore their strengths, interests, and personality to help make career decisions. Key work readiness resources include résumé and cover letter review and development, interview preparation, vocational and labor market exploration, job/internship search strategies, dressing for success, and access to the [Jessup Job Board](#).

For more information, please visit [my.jessup.edu/clp](http://my.jessup.edu/clp) or [careerservices@jessup.edu](mailto:careerservices@jessup.edu).

## Academic Achievement Center

Jessup University offers an Academic Achievement Center, a hub of learning partnerships committed to promoting effective learning within the classroom walls and beyond. More than that, it's a philosophy where students are challenged to grow as independent learners through tutoring, technology, mentoring relationships, workshops, and other resources that offer the academic and life skills needed for students to flourish in both their professional and personal lives.

Located in the library, the Academic Achievement Center provides collaborative spaces and support from the Writing Center, Disability Support Services, academic mentoring, our Academy program, and other general academic support services. For more information, please visit <https://my.jessup.edu/academicachievementcenter/>

## Disability Support Services

The Disability Support Services (DSS) office provides support for all Jessup students. For students with disabilities, it is the connection for classroom accommodations, housing accommodations and support. All Jessup students may benefit from the various services offered for academic growth and development. Temporary accommodations may also be available for students with injuries.

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, DSS provides otherwise qualified students with documented disabilities a variety of individualized, reasonable accommodations. Reasonable accommodations are defined by accommodations that provide the student with equal access to university programs and services and do *not* include accommodations that would fundamentally alter the nature of a course/program, impose an undue financial burden to the university, pose a threat to others or remove essential program requirements. These accommodations are intended to assist college students with disabilities in having equal access to regular college programs and activities. Accommodations are determined individually for each student through an interactive process and are based on functional limitations resulting from the documented disability.

Students registering with DSS must submit current, relevant documentation of a disability from a licensed professional, such as a primary doctor, psychiatrist or psychologist. The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity and this must be verified by a qualified treatment provider.

For more information, please visit our website at [my.jessup.edu/disabilitysupportservices/](http://my.jessup.edu/disabilitysupportservices/) (Rocklin Campus) and <https://www.multnomah.edu/student-services-and-care/disability-resources/> (Portland Campus).

Career assessment and guidance instruments are available to help students explore their strengths, interests, and personality to help make career decisions. Key work readiness resources include résumé and cover letter review and development, interview preparation, vocational and labor market exploration, job/internship search strategies, dressing for success, and access to the [Jessup Job Board](#).

For more information, please visit [my.jessup.edu/clp](http://my.jessup.edu/clp) or [careerservices@jessup.edu](mailto:careerservices@jessup.edu).

## Tutoring

The Academic Achievement Center offers peer tutoring in a variety of academic subjects, and, although we can't guarantee that every student who requests a tutor will be matched with one, we do our best to recruit knowledgeable tutors and support student needs. Tutors assist students in mastering course content as well as developing effective learning strategies and study skills for the specific subject. Tutors are recommended by instructors and attend tutor training through the Academic Achievement Center.

Please explore our tutor directory on the [Student One Stop](#).

## Writing Center

The mission of the Writing Center is to provide quality writing tutorials and small group instruction to all levels of university students within a safe and supportive environment. We provide face-to-face tutoring on our Rocklin campus for all students, as well as online tutoring for traditional undergraduate, online, graduate, and distance students. Trained tutors help students with all phases of the writing process—from planning, organizing, and writing to revising a final project.

For more information, visit our [website](#). To schedule an appointment, register on [jessup.mywconline.com](https://jessup.mywconline.com).

## Math Tutoring

Partnering with the Math Department, Math Tutoring is offered on a by-appointment basis where students can work on homework and/or get help with specific concepts or questions alongside peer tutors. Like our Peer Tutoring, these appointments happen in the Academic Achievement Center. Usually, our tutors are able to help students up to Calculus II.

For more information, please visit [Student One Stop](#).

## Freshman Academy

Freshman Academy is a required program for incoming freshmen who are accepted to Jessup University *on academic support*. The program structure is comprised of two semesters, Academy students are pre-registered for their fall and spring semester courses, provided a variety of academic support services, and remain able to graduate in four years.

## Transfer Academy

The Transfer Academy is a required program for incoming transfer students who are accepted to Jessup University *on academic support*. The program structure is comprised of one semester, where students are registered in a support course. Academy students are pre-registered for their first semester of courses and are able to remain on track toward graduation.

## Jessup Success Mentoring Programs

Jessup University is dedicated to facilitating the successful progression of students through their academic endeavors. In alignment with this commitment, Jessup offers tailored opportunities aimed at delivering a comprehensive mentoring experience encompassing personal, academic, and professional development. Participation in mentoring programs may render students eligible for select scholarships, subject to availability. Recipients of scholarships are expected to adhere to the terms outlined in an annual agreement, which includes active engagement in mentoring sessions, associated events, and support services.

### Programs currently with scholarships:

- OnRamp - Former Foster Youth
- Upward Bound - Students from City Impact of San Francisco and/or Valley Christian School in Dublin California
- La sala - Students coming from The National Hispanic Christian Leadership Conference (NHCLC)

*Further information can be discovered at the Academic Achievement Center*

## Timeless Truth...

Timeless Truth in a Changing World – Education for Life

Education at Jessup University offers students the opportunity to seek meaning, truth, and direction for their lives through a curriculum that is both classic – rooted in the educational traditions of the past – and relevant – vital for success today.

Stimulated by the challenge of educating a new generation of students, the faculty has explored the question: What does it mean to educate Christians in the twenty-first century? Ironically, the answer is found in a first century tale, as the story of Jesus' encounter with his disciples on the road to Emmaus, recorded in the Gospel of Luke, provides the metaphor for Christian higher education at Jessup University.

Emmaus is a story about one day in the life of two people. Walking together toward a town called Emmaus, they were talking about everything that had happened. At that moment, life was uncertain, the future unsure, and trust in anything or anyone seemed a precious risk. As they talked and discussed these things with each other, Jesus himself came up and walked with them. He listened to their concerns, shared biblical truth, and spent time with them. An encounter with truth and compassion radically changed their lives.

Education at Jessup offers our students an Emmaus experience – the opportunity to seek meaning in the person of Jesus Christ, explore truth in both His word and His world, and find direction for their personal and professional lives.

Central to each student's course of study are the Foundational Studies, a core of classes that position students as leaders in their world. Jessup seeks to develop the whole person by developing skills in communication, quantitative reasoning, and critical thinking and by exposing students to a broad cross-section of knowledge in the sciences, social sciences, and humanities. Through their study, students:

- Gain the knowledge and skills to stand firm on an unshakable foundation, strengthened for the challenges ahead;
- Grow as an individual of spiritual and moral integrity who cares for other people, other cultures, and the natural world; and
- Develop a voice of advocacy and compassion.

The individual majors offer students the opportunity to focus their education and gain expertise in a particular area. All degree programs at Jessup University equip the student to apply the principles in their field to positions of leadership in church and society. In these classes, students test their interest, develop their skills, and discern God's direction in their lives.

## Undergraduate Academic Programs and Distinctives

An education at WJU offers students the opportunity to seek meaning, explore truth, and find direction for their lives.

*Community in Learning.* The first century disciples returned to join their friends in Jerusalem, and together they reflected upon the meaning of Jesus' words to them. Together they moved out to change the world. Our curriculum includes intentional opportunities for students to join a community of seekers who enjoy laughing, talking, studying, playing, thinking, and sharing. Students are invited to voice fears and doubts in an environment which values growth as they study with men and women of God who model thoughtful, engaged lives.

Individual majors offer students the opportunity to focus their education and gain expertise in a particular area. All bachelor degree programs at Jessup University require a minimum of 120 semester units to equip the student to apply the principles in their field to positions of leadership in church and society.

WJU has a strong heritage in preparing leaders for ministry in the local church around the world and leadership in the workplace. Each major, core requirement, and co-curricular requirement helps prepare our students for servant leadership in the community and their chosen field of study.

Jessup's educational offerings include 22 undergraduate majors which collectively include 70 different concentrations and specializations. The University also offers eight graduate degrees in disciplines such as education and business.

Students may choose to complete one of 17 different minors in a variety of areas associated with our major offerings, as well as three independent minors of American Sign Language Studies, Chemistry, and Intercultural Studies. Depending upon your major, a minor may require additional units beyond the minimum of 120 for graduation.

Three Associate of Arts degrees are also available. The AA in Bible offers students a foundational education to formulate a biblical worldview in a multicultural society, the AA in Ministry includes an area of concentration in practical ministry, and the AS in Aviation is designed to provide training and education for the commercial and private pilot industry. AA in General Studies is available to establish a broad worldview with ethical lifelong learning.

*Experiential Learning.* Because education must be both practical as well as theoretical, most bachelor's degree programs include a required internship component. All degree-seeking students will be expected to spend from three to nine months in a practical, supervised experiential learning course for which they will receive academic credit and a grade. In an internship, practicum or other experiential learning opportunity, placement and involvement will vary according to the major. The goal of this comprehensive internship program is that each student graduates with practical experience in his or her specialized field.

*Capstone Courses.* In their senior year, students measure their own learning and growth in a capstone course within their major.

## **Academic Science Honors Program**

### **Science Honors Program Description**

The School of Natural and Applied Science's Science Honors Program provides a valuable practical experience in research and/or scholarship. Upon graduation, students are distinctly suited for graduate school and other professions in the health, natural, and applied sciences.

Students work alongside faculty in ongoing research and are encouraged to engage in all aspects of research, including; funding pursuits, study design and planning, proposing/revising hypotheses, field/lab work and data collection, and data analysis. Furthermore, students will have opportunities to co-author peer-reviewed publications and present at conferences.

The Science Honors program allows students to work closely with a faculty mentor in an area of interest on an original research or performance project. The Science Honors Program is typically a 1 to 2 year collaboration culminating in a public presentation of the students work and special recognition at graduation.

### **Admission Criteria for the Honors Program**

Students apply for the Science Honors Program in their sophomore or junior year and those that are accepted complete specialized study and scholarly research to graduate with special recognition.

Admission Requirements:

- Separate application
- Students can apply early, but typically are accepted in the first semester of their sophomore year.
- Minimum GPA of 3.5 to apply.
- Recommendation from a faculty who is a lead in an ongoing research project associated with the Honors Program.
- A WJU faculty sponsor who mentors students in ongoing faculty research.



Required units to graduate:

12-15 of honors approved course work. NOTE: due to the type of research and commitment from the student, *some students may take additional units beyond the minimum to graduate.*

### **Specialized Partnership Programs**

Jessup University has developed Specialized Partnership Programs. These programs provide greater breadth and enrichment to our offerings for students.

Jessup also has international partnerships and agreements to facilitate opportunities for the international community. For more information, contact the Office of Vice President of Academic Affairs.

## Foundational Studies Core – Traditional and Online

The primary goal of education at Jessup University is the integration of faith and learning. In pursuing this goal, we accept the unity of all knowledge under God and perceive no contradiction between the truth of the Christian revelation and that of scholarly investigation. Jessup offers a 66-unit Foundational Studies Core that emphasizes the content, thinking patterns, and worldview integration to be found in our version of the Trivium: biblical studies, history, and English; along with exposure to content areas in the humanities, social, and natural sciences; and skills in communication, quantitative reasoning, and critical thinking.

The Foundational Studies Core is fundamental to the development of the Jessup graduate. Students who complete more than 68 units at Jessup will receive a minor in biblical studies as a part of the core, and all students, whether transfer or not, will complete integrative studies of Scripture that ground and bring coherence to their life. Required core courses emphasize development of a personal Christian worldview, as students address issues of personal spiritual formation and societal engagement.

Students who transfer from other institutions will add the flavor of the Jessup distinctive courses to their readily transferable units.

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

Old Testament Literature and Interpretation (BIBL105)

New Testament Literature and Interpretation (BIBL106)

Gospel Worldview for Freshman THEO152 (or *THEO352 for Transfer Students with 30+ units in transfer upon entry*)

Upper Division Theology Elective

Bible electives (6 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

#### **Communication: 9 units**

English Composition (ENGL101A)

English Composition (ENGL101B)

Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3-4 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

*HIST231 or 232 or 291 (3 units)*

*History 100-499 (3 units)*

*Some majors have specific requirements*

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7-9 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives:**

Additional General Electives Dependent upon Major & Concentration

### **General Education and Bible Options for Transfer Students**

Transfer students may fulfill their general education requirements by completing an Associated Degree for Transfer (ADT) at a California Community College or the Intersegmental General Education Transfer Curriculum (IGETC) prior to enrolling at Jessup. Students may transfer at any point, but these plans assist in the transfer process.

#### **California Associates Degree for Transfer (ADT) Pathway for Rocklin Programs (recommended)**

1. Students with a California Community College Associate Degree for Transfer (AA-T or AS-T) in one of the equivalent Jessup programs and who meet all the admission requirements to transfer to Jessup University, will be guaranteed an admission spot and 60 units toward their Bachelor's Degree.
2. Many of the majors at Jessup have concentrations, and courses completed at the community college may dictate pursuit of a specific concentration. If you are just starting your community college ADT program, you can plan your courses with a specific Jessup concentration in mind. You can find the concentration options in this catalog.
3. For more information on admissions, please contact the Admissions Office at 916-577-2222. For information regarding courses in your ADT and our comparable major, please contact the Registrar's Office at 916-577-2244.

#### **ADT Major**

Administration of Justice

#### **Jessup Major**

Criminal Justice

Biology  
Business Administration  
Communication Studies  
Early Childhood Education  
Elementary Education  
English  
History  
Kinesiology  
Mathematics  
Music  
Political Science  
Psychology  
Theatre

Biology  
Business Administration  
Digital Communication, Art & Design  
Child Development  
Liberal Studies  
English  
History  
Kinesiology  
Mathematics  
Music  
Political Science  
Psychology  
Theatre

The IGETC model for the California State University (CSU) and University of California (UC) systems is accepted by Jessup with the following provisions:

#### **IGETC**

1. Students who have completed IGETC must also satisfy 6 units of upper division core courses which are required for a bachelor degree: Gospel Worldview Praxis and Christian Perspective.
2. The minimum of 120 units for graduation remains the same.
3. In addition to the IGETC, all prerequisites and support courses for existing majors must be met. Please consult anticipated program for major-specific general education requirements. (*The ADT pathway helps accomplish lower division program specifics.*)
4. Transfer students following the IGETC should plan to complete it before they enroll at Jessup. A signed IGETC agreement must be in the student's file before enrolling for classes. Students who do not complete it before they enroll will follow the Jessup General Education curriculum.

#### **Non-Ministry Major Transfer Students**

Non-ministry major transfer students who have, upon entry, completed a minimum of 60 units toward their degree and who pursue a non-ministry degree program may choose to satisfy nine (9) units of Bible and Theology rather than complete a minor:

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview THEO352 (*for Transfer Students*)

These students would gain nine units of electives in any area.

#### **Online Major Students**

Students in online major programs are required to complete nine units of Bible and Theology rather than complete a minor:

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview for Freshman THEO152 (or *THEO352 for Transfer Students with 30+ units in transfer upon entry*)

**FOUNDATIONAL CORE (GENERAL EDUCATION) COURSES**

*Some majors have specific General Education recommended courses--  
--check your specific major to review these requirements.*

**ENGLISH COMPOSITION (6 Units)**

ENGL 101A	English Composition 1
ENGL 101B	English Composition 2

**COMMUNICATION (3 units)**

COMM 180	Speech
BUS 302	Organizational Communication
PHIL103	Critical Reasoning
PSYC 222	Interpersonal Process
PSYC 322	Small Group Dynamics
ICS 310	Intercultural Communication
YMIN 391	Teaching and Speaking to Youth

**HUMANITIES/FINE ARTS (9 units – must include at least one fine art and one humanities)****FINE ARTS**

ART 101 / THEA 101	The Creative Christian
ART 240A	Art History 1
ART 240B	Art History II
ART 201	Art Criticism and Analysis
ART 242	Photo History
ART 335	Web Design and Presence
CART 100	Art Appreciation
CART 201	Creativity and Culture
DCD 104	Storytelling
ENGL 286	Creative Writing
MUS 101	Music Appreciation
MUS 140	American Popular Music since 1900
MUS 171	Music Fundamentals
MUS 340	Western Music to 1750
MUS 341	Western Music from 1750
MUS 367	World Music
THEA 241	Theatre History I: From the Greeks to the Restoration
THEA 242	Theatre History II: From the Restoration to the Contemporary

**HUMANITIES**

BLG310A	Biblical Greek I
BLG310B	Biblical Greek II
BLG311A	Biblical Hebrew I
BLG311B	Biblical Hebrew II
DCD 101	Introduction to Mass Communication
ENGL 220	Foundations of British Literature
ENGL 221	British Literature since 1800
ENGL 226	Topics in British Literature
ENGL 231	American Literature to 1865
ENGL 232	American Literature 1865 to Present
ENGL 236	Topics in American Literature
ENGL 256	Topics in World Literature
ENGL 266	Topics in Professional Writing
ENGL 286	Creative Writing
ENGL 296	Topics in Literature
ENGL 320	Shakespeare
ENGL 321	C.S. Lewis
ENGL 350	Children's Literature
ENGL 382	The Perfect Sentence
ENGL 436	Confessional Poets
ESCI 350	Environmental Ethics
ESCI 362	American Environmental History and Policy
HIST 231	World Civilization I
HIST 232	World Civilizations II
HIST 291	American History

HIST 292	Colonial and Early National America
HIST 310	The Early Church (Paul to Justinian)
HIST 315	History of Religion in America
HIST 331	History and Archaeology of Ancient Greece
HIST 336	History and Archaeology of Ancient Rome
HIST 371	The Twentieth Century
HIST 372	Christianity and Islam in Conflict
HIST 374	Military History
HIST 375	History of Contemporary American Cinema
HIST 441	Renaissance and Reformation
HIST 481	California History
HIST 494	Modern US History
PHIL 103	Critical Reasoning
PHIL 271	Introduction to Philosophy
PHIL 331	Christian Ethics
PHIL 351	The Problem of Suffering and Evil
PPOL 201	Political Theory and Philosophy

**SCIENCE (7 units – must include one physical and one biological science, one course must have lab)**

**BIOLOGICAL SCIENCE**

BIOL 100/100L	General Biology /General Biology Lab
BIOL 101/101L	Principles of Biology I/Principles of Biology II Lab
BIOL 102/102L	Principles of Biology II/Principles of Biology II Lab
BIOL 107/107L	Oceans and Life/Oceans and Life Lab
BIOL 161	Nutrition
BIOL 225/225L	Human Anatomy/Human Anatomy Lab
BIOL 246/246L	Human Physiology/Human Physiology Lab
ESCI 210/210L	General Ecology/General Ecology Lab
BIOL 496/496L	Methods in Coastal and Marine Biology/Coastal & Marine Biology Lab

**PHYSICAL SCIENCE**

BIOL 206/206L	Oceanography/Oceanography Lab
ESCI 131/131L	Earth and Environmental Science/Earth and Environmental Science Lab
PHYS 100/100L	Conceptual Physics/Conceptual Physics Lab
SCI 122/122L	Introduction to Astronomy/Introduction to Astronomy Lab
CHEM 100/100L	Chemistry Concepts/Chemistry Concepts Lab
CHEM 105/105L	Introduction to Chemistry/Introduction to Chemistry Lab
CHEM 110/110L	General Chemistry I /General Chemistry II Lab
CHEM 111/111L	General Chemistry II (2 sections)/General Chemistry II Lab
CHEM 106/106L	Intro to Organic Chemistry and Biochemistry/Intro to Organic/Biochemistry Lab
CHEM 210/210L	Organic Chemistry I/Organic Chemistry I Lab
CSCI 151	Programming I
PHYS 101/101L	Physics for Life Science/Physics for Life Science Lab
PHYS 102/102L	University Physics/University Physics Lab

**MATH (3 units)**

BUS 290	Business Statistics
MATH 100	Survey of Mathematics
MATH 101	College Algebra
MATH 102	Precalculus
MATH 120	Statistics
MATH 140	Calculus I

**SOCIAL/BEHAVIORAL SCIENCE (9 units – must include at least two different subject areas)**

BUS 240	Macroeconomics
BUS 241	Microeconomics
BUS 242	Personal Finance
BUS 244	Economics for Managers ( <i>Adult Degree Completion Offering</i> )
BUS 309	Applied Ethics in Business ( <i>Adult Degree Completion Offering</i> )
CJUS 230	Introduction to Criminal Law
DCD 101	Introduction to Mass Communication
ESCI 350	Environmental Ethics ( <i>also meets lower division bible elective</i> )
ESCI 362	American Environmental History and Policy
HIST 231	World Civilization I
HIST 232	World Civilizations II

HIST 291	American History
HIST 292	Colonial and Early National America
HIST 310	The Early Church (Paul to Justinian)
HIST 315	History of Religion in America
HIST 331	History and Archaeology of Ancient Greece
HIST 336	History and Archaeology of Ancient Rome
HIST 371	The Twentieth Century
HIST 372	Christianity and Islam in Conflict
HIST 374	Military History
HIST 375	History of Contemporary American Cinema
HIST 441	Renaissance and Reformation
HIST 481	California History
HIST 494	Modern US History
ICS 202	Cultural Anthropology
PPOL 111	American Government
PPOL 201	Political Theory and Philosophy
PPOL 221	Political Process
PPOL 304	Ethics in Public Policy
PPOL 324	State and Local Government
PPOL 325	Comparative Government and Politics
PPOL 341	Political Economy
PPOL 361	Constitution and Civil Rights
PPOL 365	American Foreign Policy
PPOL 463	International Relations and Human Rights
PSYC 100	Introduction to Psychology
PSYC 102	Psychology and Christian Thought
PSYC 141	Developmental Psychology
PSYC 200	Marriage and Family
PSYC 222	Interpersonal Processes
PSYC 230	Psychology of Relationships
PSYC 300	Personality Theory
PSYC 333	Human Sexuality
PSYC 351	Abnormal Psychology
PSYC 342	Child and Adolescent Psychology
PSYC 352	Psychology of Addiction
PSYC 432	Grief and Loss
SOC 201	Sociology

**HISTORY (6 units) - REQUIRED - One Survey \*(HIST231 or 232 or 291) and One Other**

ESCI 362	American Environmental History and Policy
PPOL 111	American Government
HIST 115	History of Christianity
*HIST 231	World Civilization I
*HIST 232	World Civilizations II
*HIST 291	American History
HIST 292	Colonial and Early National America
HIST 310	The Early Church (Paul to Justinian)
HIST 315	History of Religion in America
HIST 331	History and Archaeology of Ancient Greece
HIST 336	History and Archaeology of Ancient Rome
HIST 371	The Twentieth Century
HIST 372	Christianity and Islam in Conflict
HIST 374	Military History
HIST 375	History of Contemporary American Cinema
HIST 441	Renaissance and Reformation
HIST 481	California History
HIST 485	Western Frontier
HIST 494	Modern US History

**INTEGRATIVE CAPSTONE (3 units) - REQUIRED**

PHIL 452	Christian Perspective
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**CONTEMPORARY DISCIPLESHIP (3 units) – REQUIRED**

THEO 152	Gospel Worldview for Freshman
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OR THEO 352

Gospel Worldview Praxis (*Transfer students with 30+ units*)

**ELECTIVE OPTIONS FOR BIBLE**

**Any** BIBL, BLG, NT, OT, THEO (*except THEO 475 and THEO 478*)

ESCI 350

Environmental Ethics

BIOL 176

Origins

PHIL 351

Problem of Suffering and Evil

- *Must have 6 units of history*
- *History can be counted as either social science or humanities.*
- *Classes may not be offered every semester, be sure to meet and talk with your Academic Advisor and Success Coach.*

## AP Test Credit

AP EXAM	Score	Number of Credits	WJU Credit
<b>ART</b>			
Art-History	3, 4, 5	3 units	Fine Arts / CART 240A
Studio Art: 2-D Design Portfolio	3, 4, 5	3 units	ART151
Studio Art: 3-D Design Portfolio	3, 4, 5	3 units	Elective (Applied)
Studio Art: Drawing Portfolio	3, 4, 5	3 units	ART 105
<b>BIOLOGY</b>			
Biology (non-majors*)	3	4 units	Lab Science / BIOL 100/100L
	4, 5	7 units	
<i>*Student in majors such as EX SCI, KINE &amp; BIOL that require these classes cannot receive AP credit*</i>			
<b>CHEMISTRY</b>			
Chemistry (non-majors*)	3	4 units	Lab Science / CHEM 100/100L
	4	5 units	Lab Science /CHEM 105/105L <u>or</u> CHEM 110/110L
	5	5 units (max)	Lab Science / CHEM 110/110L & CHEM 111/111L
<i>*Student in majors such as EX SCI, KINE &amp; BIOL that require these classes cannot receive AP credit*</i>			
<b>COMPUTER SCIENCE</b>			
Computer Science-A	3, 4, 5	3 units	CSCI 151
Computer Science Principles	3, 4, 5	3 units	General Education Electives
<b>ECONOMICS</b>			
Economics-Macroeconomics	3, 4, 5	3 units	Social Science / BUS 240
Economics-Microeconomics	3, 4, 5	3 units	Social Science / BUS 241
<b>ENGLISH</b>			
English Literature & Composition	3, 4	3units	ENGL 101A
	5	6 units	ENGL 101A + Humanities
English Language & Composition	3, 4	3 units	ENGL 101A
	5	6 units	ENGL 101A + Humanities
<i>No AP credit for English 101B</i>			
<b>ENVIRONMENTAL SCIENCE</b>			
Environmental Science	3, 4, 5	4 units	ESCI 131/131L
<b>GEOGRAPHY</b>			
Human Geography	3, 4, 5	3 units	Social Science
<b>HISTORY / SOCIAL SCIENCE</b>			
Government & Politics -Comparative	3, 4, 5	3 units	Social Science / PPOL 325
Government & Politics -United States	3, 4, 5	3 units	Social Science / PPOL 111
History-European	3, 4, 5	3 units	Social Science / History Elective
History-United States	3, 4, 5	3 units	Social Science / HIST 291
History-World	3, 4, 5	3 units	Social Science / HIST 231
<b>LANGUAGES</b>			
Chinese Language and Culture	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives
French Language and Culture	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives
German Language and Culture	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives
Italian Language and Culture	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives
Japanese Language and Culture	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives



Latin	3	3 units	Humanities
	4, 5	6 units	Humanities + General Education Electives
Spanish Language and Culture	3	3 units	Humanities / SPAN 215
	4, 5	6 units	Humanities + General Education Electives
Spanish Literature	3, 4, 5	3 units	General Education Electives
<b>MATH</b>			
Mathematics-Calculus AB (non-majors)	3, 4, 5	4 units	Math 140
Mathematics-Calculus AB (majors**)	4, 5	4 units	Math 140
Mathematics-Calculus BC (non-majors)	3, 4, 5	4 units	Math 141
Mathematics-Calculus BC (majors**)	4, 5	4 units	Math 141
Calculus BC: AB Sub-score (non-majors)	3, 4, 5	4 units	Math 140
Statistics	3, 4, 5	3 units	Math 120
<i>**Students majoring in CSCI, EX SCI, KINE, BIOL, etc. that require Calculus must meet this requirement**</i>			
<b>MUSIC</b>			
Music Theory ( <i>Music majors need dept. approval</i> )	3, 4, 5	3 units	Fine Arts / MUS 272
Music Aural Sub-score	3, 4, 5	3 units	Fine Arts
Music Non-Aural Sub-score	3, 4, 5	3 units	Fine Arts
<b>PHYSICS</b>			
Physics 1 (non-majors*)	3	4 units	Science / PHYS 101/101L
	4, 5	7 units	
Physics 2 (non-majors*)	3	4 units	Science / PHYS 111/111L
	4, 5	7 units	
Physics B (non-majors*)	3	4 units	Science
	4, 5	7 units	
Physics C-Electricity & Magnetism	3, 4, 5	4 units	Science / PHYS 112/112L
Physics C-Mechanics	3, 4, 5	4 units	Science / PHYS 112/112L
<i>*Students in majors such as EX SCI, KINE &amp; MATH that require these classes cannot receive AP credit*</i>			
<b>PSYCHOLOGY</b>			
Psychology	3, 4, 5	3 units	Social Science / PSYC 100
<b>INTERDISCIPLINARY</b>			
Research	3, 4, 5	3 units	General Education Electives
Seminar	3, 4, 5	3 units	General Education Electives

## CLEP Test Credit

Exam	Minimum Score for Credit	Numbers of Units	WJU Credit
<b>Business</b>			
Financial Accounting	50	3	ACCT 245
Information Systems	50	3	BUS 210
Introductory Business Law	50	3	BUS 260
Principles of Management	50	3	BUS 140
Principles of Marketing	50	3	BUS 320
Principles of Macroeconomics	50	3	BUS 240
Principles of Microeconomics	50	3	BUS 241
<b>Composition and Literature</b>			
American Literature	50	3	Humanities Elective
Analyzing and Interpreting Literature	50	3	Humanities Elective
College Composition	50	3	ENGL 101A
College Composition	75	3 + 3	ENGL 101A & ENGL 101B
College Composition Modular	--	--	--
English Literature	50	3	Humanities Elective
Humanities	50	3	Humanities Elective
<b>Foreign Language</b>			
French Language Level I	50	3	Humanities Elective
French Language Level II	50	3	Humanities Elective
German Language Level I	50	3	Humanities Elective
German Language Level II	50	3	Humanities Elective
Spanish Language Level I	50	3	Humanities Elective
Spanish Language Level II	50	3	Humanities Elective
Spanish with Writing Level I	--	--	--
Spanish with Writing Level II	--	--	--
<b>History and Social Science</b>			
American Government	50	3	PPOL 111
History of the United States I	50	3	HIST 291 (must have constitution)
History of the United States II	50	3	History Elective
Human Growth and Development	--	--	--
Introduction to Educational Psychology	50	3	TEDU 310
Introductory Psychology	50	3	PSYC 100
Introductory Sociology	50	3	SOC 201
Principles of Macroeconomics	50	3	BUS 240
Principles of Microeconomics	50	3	BUS 241
Social Sciences and History	--	--	--
Western Civilization I	50	3	History Elective
Western Civilization II	50	3	History Elective
<b>Science and Mathematics</b>			
Biology	50	3	Biological Science (non-science major)
Calculus	50	4	MATH 140
Chemistry	50	3	Physical Science (non-science major)
College Algebra	50	4	MATH 101
College Mathematics	50	3	MATH 100
Natural Sciences	50	3	Science (non-science major)
Precalculus	50	4	MATH 102

## Programs Offered

**Note: If your declared major has been discontinued prior to starting any of the declared major courses, you are not eligible for the teach out of the program. Talk to your Success Coach to declare a new program. See program page for full details on pending approvals.**

UNDERGRADUATE PROGRAMS	PROGRAM CONCENTRATION / SPECIALIZATION OPTIONS / NOTES	ROCKLIN CAMPUS	PORTLAND CAMPUS	ONLINE
Accounting, BA		Rocklin, CA		
Applied Professional Studies, BS	<i>(Available to former students. Special approval needed)</i>	Rocklin, CA	Portland, OR	Online
Aviation, BA		Rocklin, CA		
Aviation, BS		Rocklin, CA		
Aviation, AS		Rocklin, CA		
Bible, AA		Rocklin, CA		Online
Biblical Studies, BA	<i>Pastoral Ministry</i>	Rocklin, CA		
Biblical Studies, BA	<i>Theology</i>	Rocklin, CA		
Biblical Studies, BA	<i>Youth Ministry</i>	Rocklin, CA		
Bible and Theology, BS			Portland, OR	Online
Bible and Theology, Minor		Rocklin, CA	Portland, OR	Online
Biochemistry, BS		Rocklin, CA		
Biology, BS	<i>Human Health</i>	Rocklin, CA		
Biology, BS	<i>General Biology</i>	Rocklin, CA		
Business Administration, Minor		Rocklin, CA	Portland, OR	Online
Business Administration, BS	<i>Digital Marketing</i>	Rocklin, CA		Online <i>(Not Eligible for OR residents)</i>
Business Administration, BS	<i>Entrepreneurship</i>	Rocklin, CA	Portland, OR	Online
Business Administration, BS	<i>Finance</i>	Rocklin, CA	Portland, OR	
Business Administration, BS	<i>General Business</i>	Rocklin, CA	Portland, OR	Online
Business Administration, BS	<i>Management</i>	Rocklin, CA	Portland, OR	Online
Business Administration, BS	<i>Marketing</i>	Rocklin, CA	Portland, OR	
Business Administration, BS	<i>Project Management</i>	Rocklin, CA	Portland, OR	Online
Business Administration, BS	<i>Public Relations</i>	Rocklin, CA		Online <i>(Not Eligible for OR residents)</i>
Business Administration, BS	<i>Supply Chain Management</i>	Rocklin, CA		Online <i>(Not Eligible for OR residents)</i>
Chemistry, Minor		Rocklin, CA		
Child Development, BA	<i>Infant/Toddler</i>	Rocklin, CA		
Child Development, BA	<i>Special Education</i>	Rocklin, CA		
Child Development, BA	<i>Preschool Director Leadership</i>	Rocklin, CA		
Computer Science, Minor		Rocklin, CA		Online
Computer Science, BS	<i>Data Science Specialization</i>	Rocklin, CA		Online
Computer Science, BS	<i>Software Engineering Specialization</i>	Rocklin, CA		Online
Computer Science, BS	<i>Data Analytics</i>	Rocklin, CA		Online <i>(Not Eligible for OR residents)</i>
Computer Science, BS	<i>Cyber Security</i>	Rocklin, CA		Online <i>(Not Eligible for OR residents)</i>
Criminal Justice, BS	<i>General</i>	Rocklin, CA		Online
Criminal Justice, BS	<i>Psychology</i>	Rocklin, CA		Online
Criminal Justice, BS	<i>Political Science</i>	Rocklin, CA		Online
Digital Communication, Art & Design, BA	<i>Media Marketing</i>	Rocklin, CA		

Digital Communication, Art & Design, BA	<i>Content Creation</i>	Rocklin, CA		
Digital Communication, Art & Design, BA	<i>General</i>	Rocklin, CA		
Digital Communication, Art & Design, BA	<i>Fine Arts</i>	Rocklin, CA		
Digital Communication, Art & Design, BA	<i>Graphic Design</i>	Rocklin, CA		
Digital Communication, Art & Design, BA	<i>Video</i>	Rocklin, CA		
Digital Humanities -Starting SP25	<i>Creative Writing</i>	Rocklin, CA		
Digital Humanities -Starting SP25	<i>Humanities</i>	Rocklin, CA		
Digital Humanities -Starting SP25	<i>History</i>	Rocklin, CA		
English, Minor		Rocklin, CA		
English, BA	<i>Literature</i>	Rocklin, CA		
English, BA	<i>Creative Writing</i>	Rocklin, CA		
English, BA	<i>Teaching</i>	Rocklin, CA		
Exercise Science, BS		Rocklin, CA	Portland, OR	
General Studies, AA		Rocklin, CA		Online
Healthcare Administration, BS - <i>No new admits or reapplicants.</i>				
History, Minor		Rocklin, CA		
History, BA	<i>American History</i>	Rocklin, CA		
History, BA	<i>General</i>	Rocklin, CA		
Intercultural Studies, Minor		Rocklin, CA		
Kinesiology, Minor		Rocklin, CA		
Kinesiology, BS	<i>Strength &amp; Conditioning</i>	Rocklin, CA		
Kinesiology, BS	<i>General</i>	Rocklin, CA		
Leadership, Minor		Rocklin, CA	Portland, OR	Online
Leadership, BA	<i>Global Leadership</i>	Rocklin, CA		
Leadership, BA	<i>Interdisciplinary</i>	Rocklin, CA		
Leadership, BA	<i>Ministry Leadership</i>	Rocklin, CA		
Leadership, BA	<i>Youth Ministry</i>	Rocklin, CA		
Leadership, BA	<i>Business</i>	Rocklin, CA		Online
Leadership, BA	<i>General</i>			Online
Leadership, BS (Oregon Residents Only for Online BS)	Business		Portland, OR	Online
Leadership, BS (Oregon Residents Only for Online BS)	General		Portland, OR	Online
Liberal Studies, BA	<i>Child Development</i>	Rocklin, CA		
Liberal Studies, BA	<i>English</i>	Rocklin, CA		
Liberal Studies, BA	<i>History</i>	Rocklin, CA		
Liberal Studies, BA	<i>Multiple-Subject Education</i>	Rocklin, CA		
Liberal Studies, BA	<i>Psychology</i>	Rocklin, CA		
Mathematics, Minor		Rocklin, CA		
Mathematics, BA		Rocklin, CA		
Ministry, AA		Rocklin, CA		Online
Music, Minor		Rocklin, CA		
Music, BA	<i>Commercial Music: Audio Recording</i>	Rocklin, CA		
Music, BA	<i>General</i>	Rocklin, CA		
Music, BA	<i>Music Education</i>	Rocklin, CA		
Music, BA	<i>Performance</i>	Rocklin, CA		
Music, BA	<i>Worship</i>	Rocklin, CA		
Nursing, BS		Rocklin, CA		
Psychology, Minor		Rocklin, CA	Portland, OR	Online
Psychology, BA		Rocklin, CA		Online
Psychology, BS (Oregon Residents Only for Online BS)			Portland, OR	Online
Political Science, Minor		Rocklin, CA		
Political Science, BA	<i>Criminal Justice</i>	Rocklin, CA		
Political Science, BA	<i>General</i>	Rocklin, CA		
Political Science, BA	<i>Government and Politics</i>	Rocklin, CA		
Political Science, BA	<i>Pre-Law</i>	Rocklin, CA		
Theatre, Minor		Rocklin, CA		

Theatre, BA	<i>Acting</i>	Rocklin, CA		
Theatre, BA	<i>Design and Technology</i>	Rocklin, CA		
Theatre, BA	<i>Management</i>	Rocklin, CA		
Theatre, BA	<i>Musical Theatre</i>	Rocklin, CA		

UNDERGRADUATE MINORS	ROCKLIN CAMPUS	PORTLAND CAMPUS	ONLINE
Bible and Theology, Minor	Rocklin	Portland	Online
Business Administration, Minor	Rocklin	Portland	Online
Chemistry, Minor	Rocklin		
Computer Science, Minor	Rocklin		Online
English, Minor	Rocklin		
History, Minor	Rocklin		
Intercultural Studies, Minor	Rocklin		
Kinesiology, Minor	Rocklin		
Leadership, Minor	Rocklin	Portland	Online
Mathematics, Minor	Rocklin		
Music, Minor	Rocklin		
Psychology, Minor	Rocklin	Portland	Online
Political Science, Minor	Rocklin		
Theatre, Minor	Rocklin		

CERTIFICATES - UNDERGRADUATE		
Certificate in Biblical Studies		Online
Full Stack Certificate with Spiritual Formation Emphasis		Online
Certificate in Accountancy	<i>Currently Not Accepting New Students</i>	Online
Certificate in Computer Science	<i>Currently Not Accepting New Students</i>	Online
Certificate in Gaming Programming	<i>Currently Not Accepting New Students</i>	Online
Certificate in Healthcare Administration	<i>Currently Not Accepting New Students</i>	Online
Certificate in Paralegal Studies – Foundations	<i>Currently Not Accepting New Students</i>	Online
Certificate in Paralegal Studies – Advanced	<i>Currently Not Accepting New Students</i>	Online
Certificate in Programming	<i>Currently Not Accepting New Students</i>	Online
Certificate in Python	<i>Currently Not Accepting New Students</i>	Online
Project Management Certificate	<i>Currently Not Accepting New Students</i>	Online

GRADUATE PROGRAMS	CA Campus	Portland, OR	ONLINE	SYNCHRONOUS CA Residents Only
Master of Accountancy (MACC)	Rocklin			
1 Year MAcc	Rocklin			
2 Year MAcc	Rocklin			
Master of Arts, Biblical Studies		Portland, OR	Online	
Master of Arts Counseling (MAC)		Portland, OR		
Master of Arts in Counseling Psychology (MACP)	Rocklin			Synchronous
Master of Arts in Education (MAEd)			Online	
Master of Arts Global Development and Justice		Portland, OR		
Master of Arts in Leadership (MAL)			Online	
<i>Apostolic</i>			Online	
<i>Christian Ministries</i>			Online	
<i>Executive Coaching</i>			Online	
Master of Arts, Teaching (MAT)	Rocklin			
<i>Single Subject Credential Agriculture</i>	Rocklin			Synchronous
<i>Single Subject Credential Art</i>	Rocklin			Synchronous
<i>Single Subject Credential Business</i>	Rocklin			Synchronous
<i>Single Subject Credential English Language Art</i>	Rocklin			Synchronous
<i>Single Subject Credential World Language: English Language Development (ELD)</i>	Rocklin			Synchronous
<i>Single Subject Credential Health Science</i>	Rocklin			Synchronous

Single Subject Credential Home Economics	Rocklin			Synchronous
Single Subject Credential Industrial and Technology Education	Rocklin			Synchronous
Single Subject Credential Mathematics	Rocklin			Synchronous
Single Subject Credential Music	Rocklin			Synchronous
Single Subject Credential Physical Education	Rocklin			Synchronous
Single Subject Credential Science	Rocklin			Synchronous
Single Subject Credential Social Science/History	Rocklin			Synchronous
Single Subject Credential World Languages: Languages other than English	Rocklin			Synchronous
Multiple Subject Credential	Rocklin			Synchronous
Master of Business Administration (MBA) - Practicum or Research Based Revised Program Starting FA24				
Accounting Emphasis Option	Rocklin	Portland, OR (pending)		Synchronous
Artificial Intelligence Emphasis Option	Rocklin	Portland, OR (pending)		Synchronous
Business Analytics Emphasis Option	Rocklin	Portland, OR (pending)		Synchronous
Master of Business Administration (MBA) Global Focus - Practicum or Research Based				
Accounting Concentration Option	San Jose			
IT Concentration Option	San Jose			
Business Analytics Concentration Option	San Jose			
Master of Divinity (MDiv)		Portland, OR	Online	
Master of Science in Business Analytics – Pending SEVP Approval for FA24	San Jose		Online	
Master of Science Management and Leadership			Online	
Master of Science in Computer Science - Practicum or Research Based	San Jose / Rocklin	Portland, OR	Online	
Master of Science, Healthcare Administration – Starting FA24			Online	
Doctor of Ministry (Dmin)			Online	

<b>GRADUATE CERTIFICATES</b>				
Graduate Certificate in Leadership			Online	
Graduate Certificate in Ministry			Online	
Graduate Certificate in Executive Coaching			Online	

**Note: If your declared major has been discontinued prior to starting any of the declared major courses, you are not eligible for the teach out of the program. Talk to your Success Coach to declare a new program.**

## TEACH OUT for Discontinued Programs

The following undergraduate Jessup programs are in a teach out and not available for new applicants or readmits. Additional details on each program may be found on their program pages in their respective archived catalogs.

- BA, Biblical Studies with Archeology Concentration (closed 2023) (all other concentration still offered)
- BA, Liberal Studies with ASL Concentration (closed 2023) (all other major concentrations still offered)
- BA, Visual and Fine Arts – Arts Management Concentration and Photography Concentration (closed 2023)
- BA, Youth Ministry – All Concentrations (closed 2023)
- BS, Biology – Environmental Science Concentration (closed 2023)
- BS, Computer Science with Software Development Java Specialization (closed 2022)
- BS, Computer Science with Software Development C# Specialization (closed 2022)
- BS, Computer Science with Software Development JavaScript Specialization (closed 2022)
- Minor – American Sign Language (closed 23-24)
- Certificate of Ministry (closed 23-24)

The following undergraduate Jessup ADC (Adult Degree Completion) programs are in a teach out and not available for new applicants or readmits:

- BS, Business Administration (ADC) – All concentrations (closed 2023)
- BS, Leadership (ADC) – All concentrations (closed 2023)
- BS, Psychology (ADC) (closed 2023)

The following undergraduate Jessup programs are in a teach out and not available for new applicants or readmits, but have been updated to a new program design. See current catalog for new requirements.

- BA, Digital Communication & Design – All Concentrations (closed 2023)
  - See new Digital Communication, Art & Design major

- BS, Biology – Pre- Allied Health Concentration (closed 2023)
  - See Biology with Human Health Concentration
- BS, Business – All Concentrations: Traditional and Online (closed 2023)
  - See new Business Administration major and concentrations
- BA, Visual and Fine Arts – Fine Arts Specialization; Graphic Design Specialization; Cinematography/Video Specialization (closed 2023)
  - See Digital Communication, Art & Design major; Fine Arts Specialization; Content Creation Specialization; Video Specialization
- Minor – Business (closed 2023)
  - See new Business Administration minor
- Certificate in Biblical Studies and Theology (closed 2023)
  - See Certificate in Biblical Studies

# Undergraduate Campus Programs

## Applied Professional Studies Bachelor of Science

Available on Campus in Rocklin, CA and Online

**Pending Approval for Veterans Education Benefits for Online – Check website for current status.**

Available for certain San Jose Christian College, William Jessup University, and Multnomah University alumni and returning students with significant changes to their program. To be granted at the discretion of the Registrar. Contact the Registrar's Office for information. The Applied Professional Studies major will include 18 units of Bible and Theology courses, 18 units of a major field of study, and 18 units of associated electives. General Education and Bible Minor requirements apply as usual.

### Degree Requirements

Foundational Studies	40 units
Bible Minor	18 units
General Education Free Electives	8 units
Discipline One/Discipline Two/Bible & Ministry Electives	54 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Organizational Communication (BUS302)

#### **Mathematics and Quantitative Reasoning: 3 units**

- Must meet Jessup MATH100 or above

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)*
- History 100-499 (3 units)*

#### **Fine Arts: 3 Units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Some majors have specific requirements.*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

- Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 8 units**

### Applied Professional Studies Major

*To be granted at the discretion of the Registrar*

- Bible and Ministry Electives (18 units)
- Discipline One (18 units)
- Discipline Two (18 units)



# Accountancy

## Bachelor of Accountancy (BAcc)

Available on Campus in Rocklin, CA

### Program Description and Learning Outcomes

The BAcc is a 3.5 year accounting degree that surpasses the state requirements to be able to qualify to take the CPA exam. The BAcc can be combined with the Master of Accountancy (MAcc) degree and both degrees can be completed in 4.5 years.

The program learning outcomes are:

- Integrate and apply scriptural and industry principles to make ethical, and effective accounting-based decisions.
- Communicate in an effective manner consistent with the accounting profession.
- Analytically assess a wide-variety of tax regulations and issues necessary to prepare a comprehensive federal business tax return.
- Demonstrate a proficient knowledge required to pass each portion of the Uniform CPA exam.
- Contrast GAAP and IFRS, and apply appropriate international accounting principles to a global firm.

### Degree Requirements

Foundational Studies	40 units
Bible Minor	18 units
General Education Free Electives	11 units
BAcc Major	51 units
<b>Degree Total*</b>	<b>120 units</b>

### Foundational Studies & Electives

#### Biblical Studies: 18 units

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18 unit bible minor.*

#### Communication: 9 units

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Organizational Communication (BUS302)

#### Mathematics and Quantitative Reasoning: 3-4 units

- Business Statistics (BUS290)

#### History: 6 units

- HIST231 or 232 or 291 (3 units)*
- History 100-499 (3 units)*

#### Fine Arts: 3 Units

- Some majors have specific requirements*

#### Humanities: 3 units

- Some majors have specific requirements*

#### Social and Behavioral Science (Non-History): 3 units

- Microeconomics (BUS241)

#### Fine Arts or Humanities or Social Behavioral Science: 3 units

- Some majors have specific requirements. If major allows, may also be a third history.*

#### Physical and Biological Sciences: 7-9 units

- Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### Integrative Capstone: 3 units

- Christian Perspective (PHIL452)

#### General Education Electives: 11 units

### Accountancy Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Business Statistics (BUS290)	3 (GE: Mathematics and Quantitative Reasoning)
Organizational Communication (BUS302)	3 (GE: Communication)

#### Business Core for the BAcc (21 units)

- Introduction to Business (BUS100)
- Management & Organizational Behavior (BUS140)
- Personal Finance (BUS242)
- Business Law (BUS260)

Marketing (BUS320)  
Financial Management (BUS342)  
Strategic Management (BUS498)

**BAcc Core (30 units)**

Accounting Ethics (ACCT201)  
Financial Accounting (ACCT245)  
Managerial Accounting (ACCT246)  
Federal Tax I (Individual) (ACCT442)  
Federal Tax II (Business) (ACCT443)  
Intermediate Accounting I (ACCT 343)  
Intermediate Accounting II (ACCT344)  
Audit (ACCT441)  
Forensic Accounting (ACCT445)  
Accounting Internship (ACCT475)

# Aviation

## Bachelor of Science

*Currently not approved for Veterans Education Benefits*

Available on Campus in Rocklin, CA

The BS in Aviation degree is designed to produce highly-skilled, industry-ready, principled professionals for the field of aviation. Its purpose is to educate and equip “ACE” (adept, certified, and ethical) pilots who are willing and able to positively contribute to the field of aviation and society. Thus, aviation students will graduate with an in-depth knowledge of aviation operations, aerodynamics, laws, regulations, security, meteorology, and airline management issues and practices, both from a domestic and international perspective. Moreover, students will obtain a solid liberal arts education in subjects such as English, history, science and mathematics. Finally, students will deepen their faith via biblical studies as they prepare for successful careers as professional pilots. The program is 128 semester units and can be completed in four years.

- Make ethical, aviation-specific decisions as an industry professional.
- Communicate and collaborate effectively in a multi-disciplinary and diverse team environment.
- Analyze and apply relevant knowledge in mathematics, science, and applied science to the field of aviation.
- Demonstrate a professional level of proficiency with the flight skills, crew multi-tasking, cockpit resource management techniques, risk management, and technologies necessary to safely and effectively conduct flight operations.
- Assess and operate in both a national and international aviation environment.

**Students must show proof of US Citizenship (Passport or Birth Certificate) or if not a US Citizen, must receive clearance from TSA to receive flight training.**

### Degree Requirements

Foundational Studies	41 units
Bible Minor	18 units
General Education Free Electives	9 units
Aviation Major	<u>52 units</u>
<b>Degree Total*</b>	<b>120 units</b>

### **Private Pilot License Pre-Requisite for Major – can be taken as electives or accomplished externally**

Private Pilot Ground (AVIA130) - *not eligible for VA education benefits* – 3 units

Private Pilot Light Lab (AVIA140) - *not eligible for VA education benefits* – 2 unit

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 4 units**

- Precalculus (MATH102)

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)*
- History 100-499 (3 units)*

#### **Fine Arts: 3 units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Aviation Law (PPOL360)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

- Any biological science with lab
- Meteorology for Aviation (ESCI133) *strongly suggested*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

**General Education Electives: 9 units**

**Aviation Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Meteorology for Aviation (ESC1133)	3 (GE: Physical Science)
Precalculus (MATH102)	3 (GE: Mathematics)
Aviation Law (PPOL360)	3 (GE: Social/Behavioral Science)

**Aviation Core**

Aviation Safety (AVIA101)	3
Intro to Air Traffic Control and Airspace (AVIA102)	3
Introduction to Aviation (AVIA200)	3
CRM (Crew Resource Management) (AVIA201)	3
Basic Aircraft Systems (AVIA210)	3
Instrument Ground (AVIA230)	3
Instrument Flight Lab (AVIA240)	2
Aviation Human Factors (AVIA300)	3
Aerodynamics (AVIA310)	3
Gas Turbine Engines (AVIA312)	3
Commercial Pilot Cert. Ground (AVIA330)	2
Commercial Pilot Cert. Lab (AVIA340A)	1
Commercial Pilot Cert. Lab (AVIA340B)	1
Commercial Pilot Cert. Lab (AVIA340C)	1
Multi Engine Rating Ground (AVIA331)	3
Multi Engine Rating Lab (AVIA341)	2
Advanced Avionic Systems (AVIA411)	3
CFI (AVIA430)	4
MEI (AVIA432)	1
CFI Flight Lab (AVIA440)	1
MEI Flight Lab (AVIA442)	1
Aviation Flight Capstone/Intern (AVIA498)	3
<b>Total Major Units</b> .....	<b>52</b>

**CFII Option (4 units)**

CFII (AVIA431)	3
CFII Flight Lab (AVIA441)	1
<b>Total Major with CFII Option</b> .....	<b>56</b>

# Aviation Bachelor of Arts

Currently not approved for Veterans Education Benefits  
Available on Campus in Rocklin, CA

Students must show proof of US Citizenship (Passport or Birth Certificate) or if not a US Citizen, must receive clearance from TSA to receive flight training.

## Degree Requirements

Foundational Studies	41 units
Bible Minor	18 units
Aviation Major	34 units
General Education Free Electives	27 units
<b>Degree Total*</b>	<b>120 units</b>

## Private Pilot License Pre-Requisite for Major – can be taken as electives or accomplished externally

Private Pilot Ground (AVIA130) - not eligible for VA education benefits – 3 units

Private Pilot Light Lab (AVIA140) - not eligible for VA education benefits – 2 unit

## Foundational Studies & Electives

### Biblical Studies: 18 units

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (THEO352 for Transfer Students)
- Upper Division Theology Elective
- Bible electives (6 Units)

\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18 unit bible minor.

### Communication: 9 units

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; some are major specific

### Mathematics and Quantitative Reasoning: 4 units

- Precalculus (MATH102)

### History: 6 units

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

### Fine Arts: 3 units

- Some majors have specific requirements

### Humanities: 3 units

- Some majors have specific requirements

### Social and Behavioral Science (Non-History): 3 units

- Aviation Law (PPOL360)

### Fine Arts or Humanities or Social Behavioral Science: 3 units

- Some majors have specific requirements. If major allows, may also be a third history.

### Physical and Biological Sciences: 7 units

- Minimum of two courses (one biological and one physical) along with one lab
- Meteorology for Aviation (ESCI133) strongly suggested

### Integrative Capstone: 3 units

- Christian Perspective (PHIL452)

### General Education Electives: 27 units

## Aviation Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Conceptual Physics I with Lab (PHYS100)	4 (GE: Science)
Meteorology for Aviation (ESCI133)	3 (GE: Physical Science)
Precalculus (MATH102)	3 (GE: Mathematics)
Aviation Law (PPOL360)	3 (GE: Social/Behavioral Science)

## Aviation Core

Instrument Ground (AVIA230)	3
Instrument Flight Lab (AVIA240)	2
Commercial Pilot Cert. Ground (AVIA330)	2
Commercial Pilot Cert. Lab (AVIA340A)	1

Commercial Pilot Cert. Lab (AVIA340B)	1
Commercial Pilot Cert. Lab (AVIA340C)	1
Aviation Flight Capstone/Intern (AVIA498)	3
Upper Division Elective (AVIA, BUS, ESCI, PHYS, MATH)	3
Aviation Electives (Choose from List Below)	18
<i>Aviation Safety (AVIA101)</i>	
<i>Intro to Air Traffic Control and Airspace (AVIA102)</i>	
<i>Introduction to Aviation (AVIA200)</i>	
<i>CRM (Crew Resource Management) (AVIA201)</i>	
<i>Basic Aircraft Systems (AVIA210)</i>	
<i>Aviation Human Factors (AVIA300)</i>	
<i>Aerodynamics (AVIA310)</i>	
<i>Gas Turbine Engines (AVIA312)</i>	
<i>Multi Engine Rating Ground (AVIA331)</i>	
<i>Multi Engine Rating Lab (AVIA341)</i>	
<i>Advanced Avionic Systems (AVIA411)</i>	
<i>CFI (AVIA430)</i>	
<i>MEI (AVIA432)</i>	
<i>CFI Flight Lab (AVIA440)</i>	
<i>MEI Flight Lab (AVIA442)</i>	
Total Major Units .....	34

# Biblical Studies

## Bachelor of Arts

Available on Campus in Rocklin, CA

The Bachelor of Arts in Biblical Studies provides students with a strong biblical foundation for viewing all of life through the lens of the biblical redemption storyline. Students develop skills that enable them to understand the core linguistic, literary, historical, and cultural contexts of the Bible.

The degree may be taken by those planning a teaching career in Christian schools, colleges, and universities; students preparing for pastoral and teaching ministries in the church; or those already in the pastorate. Graduates with this degree will be on track for careers in academic scholarship, as theologians and thought-leaders within the church, and as Christian writers. Also, Christian grade school teachers of the Bible would find this an excellent complement to the teacher education program. Other possible vocational uses of the major include intercultural studies professionals, Christian missionaries, those interested in language study and Bible translation, and Christian church leaders desiring a thorough biblical education.

Upon successful completion of the BA in Biblical Studies, students will be able to:

- Exegete Scripture in light of its historical, cultural, and literary contexts and its original languages.
- Demonstrate relevant and diverse research in conversation with diverse perspectives.
- Employ oral and written communication skills that exhibit strong thought leadership.
- Identify intertextual links and trace key theological themes within the metanarrative of Scripture.
- Integrate and apply their Biblical Studies with their own spiritual formation and contemporary issues.

### Degree Requirements

Foundational Studies	40 units
Bible Minor	18 units
General Education Free Electives	15 units
Biblical Studies Major	47 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)  
Upper Division Theology Elective  
Bible electives (6 Units)

#### **Communication: 9 units**

English Composition (ENGL101A)  
English Composition (ENGL101B)  
Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above

#### **History: 6 units**

HIST231 or 232 or 291 (3 units)  
History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 15 units**

### Biblical Studies Major

#### **Biblical Studies Core**

Biblical World: Hebrew Bible (BIBL211)	3
Biblical World: New Testament (BIBL212)	3
Bible and Spiritual Formation (BIBL480)	3

Hermeneutics (BIBL349)	3
Biblical Studies Capstone (BIBL498)	3
Biblical Greek I (BLG310A) <u>or</u> Biblical Hebrew I (BLG311A)	3
Biblical Greek II (BLG310B) <u>or</u> Biblical Hebrew II (BLG311B)	3
Theology of the Hebrew Bible (THEO340)	3
Theology of the New Testament (THEO360)	3
Upper division OT, NT, BIBL, THEO, or PHIL electives	20
<b>OR</b> choose a Concentration and electives	
Total Major Units.....	47

**Biblical Studies Optional Concentrations**

*Students may choose a concentration listed below.*

**Pastoral Ministry Concentration (12 units)**

Required Courses (6 units):

- New Models of Church (PMIN411)
- Pastoral Care and Counseling (PMIN423)

Choose 2 of the following (6 units):

- Expository Preaching (BIBL350)
- Leading in Organizations (LDRS342)
- Self-Leadership (LDRS210)
- Leading with a Mission (ICS103)

**Theology Concentration (12 units)**

- Historical Theology (THEO301)
- Comparative Theology (THEO325)
- Practical Theology (THEO425)
- Contemporary Theology (THEO452)

**Youth Ministry Concentration (12 units)**

Required (6 units):

- Foundations of Youth Ministry (YMIN100)
- Teaching and Speaking to Youth (YMIN391)

Choose 2 of the following (6 units):

- Youth Ministry Skills (YMIN175)
- Youth Culture, Trends and Issues (YMIN283)
- Counseling Youth (YMIN426)



# Bible & Theology

## Bachelor of Science

Available on Campus in Portland, OR and Online

*Pending Approval for Veterans Education Benefits in Portland, OR and Online. Check website for current status.*

The Bible and Theology major builds upon the core curriculum requirements to prepare students for seminary training or for graduate work in theology, ethics and philosophy. The major may be used to prepare students for employment in church and parachurch agencies by achieving a level of biblical literacy that will enable them to be active in local church leadership and teaching ministries.

The degree, likewise, may be taken by those planning a teaching career in Christian schools, colleges and universities, students preparing for Pastoral and Teaching ministries in the church or those already in the pastorate. Also, Christian grade school teachers of the Bible would find this an excellent complement to the teacher education program. Other possible vocational uses of the major include Intercultural studies professional, Christian missionaries, those interested in language study and Bible translation, and Christian church leaders desiring a thorough biblical education.

Students who graduate with a Bible and Theology major will demonstrate the ability to:

1. Articulate a biblical theology of ministry from the context of his or her chosen ministry discipline.
2. Be conversant in the basic elements of Christian theology and effectively present biblical truths in individual conversations and group settings.
3. Evaluate all of life and thought from a biblical perspective, discerning truth and falsehood, essential and non-essential in matters of Christian faith and practice.
4. Defend the inspiration and authority of the Bible and evangelical Christian doctrine.
5. Critically examine one's own assumptions and those of others that influence the way in which the Bible is interpreted.
6. Exercise critical thinking regarding biblical content and its integration with the entire spectrum of human learning.

### Foundational Studies & Electives

#### **Biblical Studies:**

See Major

#### **Core: 3 units**

Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)

#### **Communication: 9 units**

English Composition (ENGL101A)

English Composition (ENGL101B)

Communication elective; some are major specific

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above

#### **History: 6 units**

HIST231 or 232 or 291 (3 units)

History 100-499 (3 units)

#### **Fine Arts: 3 units**

Some majors have specific requirements

#### **Humanities: 3 units**

Some majors have specific requirements

#### **Social and Behavioral Science (Non-History): 3 units**

Some majors have specific requirements

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

Some majors have specific requirements. If major allows, may also be a third history.

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; some are major specific

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 38 units**

#### **Degree Requirements**

Foundational Studies	43 units
Bible and Theology Major	39 units
Free electives/Minor	38 units
<b>Degree total</b>	<b>120 units</b>

#### **Bible and Theology Major (Foundational Bible + Major Requirements)**

Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
Hermeneutics (BIBL349)	3
Romans (NT308)	3
Christian Theology (THEO451)	3

Acts (NT210)	3
Greek (BLG310A & BLG310B) or Hebrew (BLG311A & BLG311B)	6
Capstone	3
Bible and Theology Elective (any level)	3
Upper Division Bible and Theology Electives	9
<b>Total units for Bible and Theology Major</b>	<b>39</b>

# Biochemistry

## Bachelor of Science

Available on Campus in Rocklin, CA

Students with a BS in Biochemistry studies God's creation at the cellular and molecular level. This four-year degree program prepares students with foundations in biology, chemistry, mathematics, and physics to understand biologic functions at the cellular and molecular level and how those contribute to the biologic organism as a whole. The Biochemistry coursework, alongside additional courses chosen to complete the liberal arts education at Jessup, equips students to assess the precious complexities of God's creation and act as agents of redemption through careers such as medicine, biochemical / biomedical research, food science, pharmacology, and others.

Students who graduate with a Bachelor of Science in Biochemistry from Jessup will be able to:

1. Demonstrate theoretical and practical mastery of the chemical and biological principles that are the foundation of biochemistry.
2. Demonstrate scientific literacy including strategies for review and evaluation of the primary literature, comprehension of experimental design and application, and careful evaluation of content information.
3. Demonstrate appropriate laboratory techniques and mastery of basic laboratory skills in biology, chemistry, and biochemistry.
4. Demonstrate proficiency in problem solving and applying the scientific method to scientific questions.
5. Effectively describe scientific concepts and discoveries, including data analysis, through oral, written, and visual communication.
6. Recognize and develop connections between biochemistry and other academic disciplines.
7. Develop a worldview that weighs and integrates scientifically informed perspectives with God's Word and a respect for His creation.

### Degree Requirements

Foundational Studies and Bible Minor	61 units
General Education Electives	9 units
Biochemistry Major	50 units
<b>Degree Total*</b>	<b>120 units</b>

### Foundational Studies

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Origins (BIOL176)
- Bible elective (3 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 4 units**

- Calculus I (Math140)

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements*

#### **Physical and Biological Sciences: 9 units**

- Principles of Biology I with Lab (BIOL101/101L)
- Physics for Life Sciences I with Lab (PHYS101/101L)

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 9 units**

### Biochemistry Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements. See Foundational Studies above.

- Principles of Biology I with Lab (BIOL101/101L) (GE: Physical and Biological Sciences)
- Physics for Life Sciences I with Lab (PHYS101/101L) (GE: Physical and Biological Sciences)
- Origins (BIOL176) (GE: Biblical Studies)
- Calculus I (MATH140) (GE: Mathematics and Quantitative Reasoning)

<b>Biochemistry Core</b>	
Principles of Biology II with Lab (BIOL102/102L)	5
Senior Seminar (BIOL498)	3
General Chemistry I with Lab (CHEM110/CHEM110L)	4
General Chemistry II with Lab (CHEM111/CHEM111L)	4
Organic Chemistry I with Lab (CHEM210/CHEM210L)	5
Organic Chemistry II with Lab (CHEM310/CHEM310L)	5
Biochemistry I (CHEM321)	3
Biochemistry II (CHEM322)	3
Principles and Methods of Biochemistry Lab (CHEM 320L)	2
Physics II for Life Science (PHYS111/L)	4
<b>Total Core Units</b>	<b>38</b>
<b>ELECTIVES (12) - Choose at least one from each category</b>	<b>12</b>
<b>Math Electives</b>	
Statistics (MATH120)	
Calculus II (Math141)	
<b>Upper Division Biology Electives</b>	
Microbiology w/lab (BIOL336/L)	
Genetics (BIOL341)	
Nutrition & Metabolism (BIOL361)	
Biopsychology (PSYC452) *	
Biology Internship (BIOL475)	
<b>Upper Division Chemistry Electives</b>	
Inorganic Chemistry w/Lab (CHEM 350/L)	
Environmental Chemistry w/Lab (ESCI 320/L) *	
Physical Chemistry w/Lab (CHEM 431/L)	

# Biology

## Bachelor of Science

Available on Campus in Rocklin, CA and Portland, CA  
*Pending Approval for Veterans Education Benefits in Portland, OR. Check website for current status.*

Students with a BS in Biology will acquire the knowledge and develop the skills to explore and reveal God's creation at the community, population, organismal, and bio-molecular level. This four-year degree program will provide students with a broad, trans-disciplinary perspective on life-sciences in one of three-concentrations: general biology, human biology, or pre-allied health. The BS in Biology consists of lower and upper division coursework in biology and supporting physical sciences and mathematics. The program is designed to give students rigorous preparation in biology while also providing a broader exposure to courses outside the major.

Students who graduate with a Bachelor of Science in Biology from Jessup will be able to:

- Demonstrate both a theoretical and a practical mastery of biology across a broad scope of disciplines, ranging from molecular to ecosystem biology.
- Demonstrate scientific literacy including strategies for review and evaluation of the primary literature, in depth knowledge of experimental design and application, and careful evaluation of content information.
- Demonstrate appropriate laboratory techniques and mastery of basic laboratory skills in multiple fields of biology.
- Demonstrate mastery of scientific method and the art of critical thinking, associated cognitive skills in the formulation of a problem, data gathering and analysis, and interpretation of results to address practical questions in biology.
- Effectively describe scientific concepts and discoveries through oral, written and visual communication.
- Recognize and develop connections between other academic disciplines and the biological sciences and appreciate the social relevance of biology.
- Recognize and articulate how the created world reflects God's goodness and wisdom, in its richness, order, beauty, diversity, and interconnectivity.
- Develop a worldview that weighs and integrates scientifically informed perspectives with God's Word and a respect for His creation.

### Degree Requirements

Foundational Studies and Bible Minor	60 units
General Education Electives	9 units
Biology Major	51 units
<b>Degree Total*</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)  
Upper Division Theology Elective  
Origins (BIOL176)  
Bible electives (3 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18 unit bible minor.*

#### **Communication: 9 units**

English Composition (ENGL101A) `  
English Composition (ENGL101B)  
Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

Statistics (MATH120)

#### **History: 6 units**

HIST231 or 232 or 291 (3 units)  
History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some concentrations have recommendations*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 Units**

*Some concentrations have recommendations*

#### **Physical and Biological Sciences: 9 units**

Principles of Biology I with Lab (BIOL101/101L)  
Physics for Life Sciences I with Lab (PHYS101/101L)

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 9 units**

## **Biology Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements. See Foundational Studies above.

- Principles of Biology I with Lab (BIOL101/101L) (GE: Physical and Biological Sciences) - ALL
- Physics for Life Sciences I with Lab (PHYS101/101L) (GE: Physical and Biological Sciences) - ALL
- Origins (BIOL176) (GE: Biblical Studies) - ALL
- Statistics (MATH120) (GE: Mathematics and Quantitative Reasoning) – ALL

The following courses are part of the *recommended* for this major and are recommended to fulfill general education requirements.

- Environmental Law and Policy (ESCI360) (GE: Social Behavioral Science) – Recommended for General Biology Concentration
- American Environmental History (ESCI362) (GE: History) - Recommended for General Biology Concentration
- Intro to Psychology (PSYC100) (GE: Social Behavioral Science) - Recommended for Human Health Concentration
- Developmental Psychology (PSYC141) (GE: Social Behavioral Science) - Recommended for Human Health Concentration

## **Biology Core**

Principles of Biology II with Lab (BIOL102/102L)	5
Microbiology with Lab (BIOL336/L)	4
Genetics (BIOL341)	3
Senior Seminar (BIOL498)	3
Two semesters of sequential chemistry: Introduction to Chemistry with Lab (CHEM105/CHEM105L) <u>and</u> Introduction to Organic Chemistry and Biochemistry with Lab (CHEM106/CHEM106L)	10
Calculus I (MATH140) ( <i>must pass with C- or better</i> )	4
<b>Total Core Units</b> .....	<b>29</b>

\* *There are two chemistry course tracks available. The CHEM105/CHEM106 series is primarily intended for biology majors who are considering careers in the allied health field (nursing, dental hygienist, veterinary assistant, etc.) and does not assume any prior chemistry knowledge. For students considering careers as physician assistant, holistic medicine, or research, the student may replace CHEM105/106 series with the CHEM110/CHEM111 series.*

## **Biology Concentrations**

*Students must choose a concentration listed below.*

### **Human Health Concentration (22 units)**

The Human Health concentration explores the key determinants of human health, including physiological, social, psychological, spiritual, dietary and environmental factors. This concentration incorporates studies in chemistry, biology, genetics, environmental science, human development, psychology, philosophy, and religion. Biology graduates completing the Human Health concentration will be prepared for entry into allied health programs including accelerated or second degree BS programs or direct-entry MS programs in nursing. Graduates with the Human Health concentration will also be prepared for advanced training in nutrition and dietetics. Students intent on Physician's Assistant training should take CHEM 110 / 111 of the Biology Core chemistry requirements in conjunction with this Human Health concentration.

- Nutrition: An Applied Approach or Clinical Nutrition for Nursing (BIOL161 or BIOL261) (3 units)
- Human Anatomy with Lab (BIOL225/BIOL225L) (4 units)
- Human Physiology with Lab (BIOL246/BIOL246L) (4 units)
- Nutrition and Metabolism (BIOL361) (4 units)
- Biopsychology (PSYC452) (4 units)
- Upper division biology electives (can include BIOL475) (3 units)

### **General Biology Concentration (22 units)**

The General Biology concentration is designed to give students a broad perspective on the life sciences, permitting more free electives and a greater exposure to courses outside the major than either human biology or pre-allied health concentrations. While not recommended for students who wish to pursue a career in medicine or health-related fields, the General Biology concentration allows students to pursue a variety of specific interests that may lead directly to or advanced studies for positions in government, industry, environmental fields, public policy, and teaching. Students should work closely with academic advisors and department mentors to devise appropriate course paths for specific career directions.

- Earth and Environmental Science w/lab (ESCI131/ESCI131L) (4 units)
- General Ecology with Lab (ESCI210/ESCI210L) (4 units)
- Intro to Graphical Information Systems (ESCI340/ESCI340L) (4 units)
- Upper division BIOL/ESCI electives (may include internship) (10 units) *Must include at least one lab*

# Business Administration

## Bachelor of Science

*Available on Campus in Rocklin, CA and Portland, OR and Online  
Pending Approval for Veterans Education Benefits in Portland, OR. Check website for current status.*

The business administration major is designed to develop an individual's skills and leadership capabilities for positions in the private, public, or government sector. For some students, the program will provide the preparation for a Master of Business Administration (MBA), Master of Accountancy (MAcc), or other graduate program. Other students will use this degree to directly enter the marketplace and begin their vocational calling.

Students who graduate with a business administration major will demonstrate the ability to:

- Apply and integrate scriptural principles in business and society to make ethical and effective decisions.
- Communicate in a professional and critical manner, both verbally and in writing.
- Critically and creatively assess, and contrast, a wide-variety of business opportunities.
- Construct and evaluate viable solutions to multifaceted business problems and challenges.
- Evaluate business environments, and recommend strategies, from a domestic and international perspective.
- Demonstrate the ability to effectively apply gained knowledge in a selected area of specialization in business (concentration)

The Bachelor of Science in Business Administration (BSBA) program is designed to prepare its graduates for careers in management in any organization: business and non-business, public or private, foreign or domestic, ministry or non-ministry. Students will learn the fundamental principles underlying organizations, improve their critical thinking decision-making skills, develop knowledge of analytical tools of management, and develop skills in analyzing and solving various problems in organizational leadership.

*The Bachelor of Science in Business Administration (BSBA) program is also offered online with concentrations in Accounting, Entrepreneurship, General Business and Management.*

### **Degree Requirements**

Foundational Studies	58 units
General Education Free Electives	9 units
Business Major	53 units
<b>Degree Total*</b>	<b>120 units</b>

*\* Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 9 free elective, the total required units are adjusted according to the chosen concentration.*

### **Foundational Studies & Electives**

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree and Online BS BUS ADM majors will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Organizational Communication (BUS302)

#### **Mathematics and Quantitative Reasoning: 3 units**

- Business Statistics (BUS290)

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Microeconomics (BUS241)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 9 units**

**Business Administration Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student’s major elective choices. See Foundational Studies above.

Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Business Statistics (BUS290)	3 (GE: Mathematics and Quantitative Reasoning)
Organizational Communication (BUS302)	3 (GE: Communication)

**Business Administration Core**

Intro to Business (BUS100)	3
Management and Organizational Behavior (BUS140)	3
Management Information Systems (BUS210)	3
Macroeconomics (BUS240)	3
Personal Finance (BUS242)	3
Fundamentals of Accounting (ACCT247)	3
Business Law (BUS260)	3
Business Ethics (BUS305)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3
International Business (BUS372)	3
Operations Management (BUS381)	3
Business Internship (BUS475)	2
Or Capstone for Online Students (BUS496)	
Strategic Management (BUS498)	3
Total Core Units .....	41

**Business Administration Concentrations**

Students must choose a concentration listed below.

**Entrepreneurship Concentration (12 units) \*Offered on campus and online\***

- Social Entrepreneurship (BUS331) (3 units)
- Entrepreneurship (BUS388) (3 units)
- New Venture Finance (BUS432) (3 units)
- Managing and Growing New Ventures (BUS433) (3 units)

**Finance Concentration (12 units) \*Offered on Rocklin campus only\***

- Money and Banking (BUS348) (3 units)
- Risk Management (BUS349) (3 units)
- Advanced Managerial Finance (BUS449) (3 units)
- Investment Analysis (BUS495) (3 units)

**General Business Concentration (12 units) \*Offered on campus and online\***

Choose 12 units of business electives not found in the business core requirements.

**Management Concentration (12 units) Offered on campus and online\***

- Human Resource Management (BUS382) (3 units)
- Management Leadership (BUS384) (3 units)
- Project Management (BUS351) (3 units)
- Entrepreneurship (BUS388) (3 units)

**Marketing Concentration (12 units) \*Offered on Rocklin campus only\***

- Sales & Negotiation Strategies (BUS321) (3 units)
- Digital Marketing (BUS420) (3 units)
- International Marketing (BUS421) (3 units)
- Marketing Research (BUS492) (3 units)

**Project Management Concentration (12 units) \*Offered online\***

- Project Management Tools and Techniques (BUS351) (3 units)
- Project Cost & Budget Management (BUS352) (3 units)
- Project Quality Management (BUS355) (3 units)
- Project Risk Management (BUS354) (3 units)



**Digital Marketing (12 units) (Online; Provided in partnership with Rize Education; not available for Oregon Residents)**

- Social Media Marketing (BUS322)
- Email Marketing (BUS325)
- SEO and SEM (BUS324)
- Digital Marketing Analytics (BUS422)

**Public Relations (12 units) (Online; Provided in partnership with Rize Education; not available for Oregon Residents)**

- Writing for Digital Platforms (DCD310)
- Strategic Public Relations (BUS301)
- Public Relations Tactics (BUS303)
- Crisis Communications (BUS402)

**Supply Chain Management (12 units) (Online; Provided in partnership with Rize Education; not available for Oregon Residents)**

- Forecasting & Logistics (BUS356)
- Sourcing & Operations (BUS357)
- Supply Chain Capstone (BUS458)
- Supply Chain Management Technologies (BUS251)

# Child Development

## Bachelor of Arts

Available on Campus in Rocklin, CA

Approved to Start FA24

*Pending Approval for Veterans Education Benefits in Rocklin, CA. Check website for current status.*

Students in Jessup university will experience several university outcomes including the ability to articulate the relevance of Jesus Christ, His teachings, and a Biblical worldview to their personal and professional lives. They will be able to communicate effectively across cultures and demonstrate critical, analytical and creative thinking by exhibiting competence in their chosen disciplines.

Child Development is the study of the cognitive, biological, physical, and social-emotional growth and development of the young child from conception through age 8. Using theory, research, and practice, this rigorous academic program prepares students to work with diverse populations of children including neurodivergent children with special needs and multilingual learners. Students will understand the importance of integrating developmentally appropriate play education into specific content areas. They will choose an area of specialization including infant/toddler, special needs, or administration, to develop specific skills in concentrated areas.

Students in the Child Development Program will learn how to:

- Engage and support all young children in learning.
- Create and maintain an effective environment for young children's development and learning.
- Understand and organize core curriculum for young children's learning.
- Plan instruction and design developmentally appropriate learning experiences for all young children.
- Assess and document young children's development and learning.
- Develop as a professional early childhood educator.
- Demonstrate effective literacy instruction for young children.
- Demonstrate effective mathematics instruction for young children.
- Develop dispositions that exhibit the character of Christ.

The School of Education, in partnership with and by the grace of Christ, develops educators for servant leadership and scholarship regionally, nationally, and internationally to make a difference in the lives of those they serve. Exhibiting the character of Christ, the School of Education develops educational leaders who reach with compassion, teach with excellence, and learn for lifelong impact.

Graduates with a BA in Child Development and a minor in Bible and Theology are well-equipped, highly principled individuals who understand the developmental stages of young children and who provide for individual differences to help them prepare for a diverse and rapidly changing world. Career possibilities within Child Development include education and research for young children, teaching or directing at a preschool, working in church children's ministries and missions, or teaching in a CA public school with a PK-3 credential (pending CTC approval). Please contact the School of Education office for admission information and requirements.

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)  
Upper Division Theology Elective  
Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

English Composition (ENGL101A)  
English Composition (ENGL101B)  
Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above (*recommend MATH105*)

#### **History: 6 units**

American History (HIST291) (3 units)  
History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

**General Education Electives: 5-8 units**

**Degree Requirements**

Foundational Studies	40 units
Bible Minor	18 units
General Education Free Electives	2-11 units
Child Development Major	51-60 Units
<b>Degree Total</b>	<b>120 units</b>

**Child Development Major Core**

Introduction to Child Development (CDEV101)	3
Introduction to Curriculum (CDEV105)	3
Principles and Practices in Early Childhood Education (CDEV110)	3
Observation, Assessment, and Positive Guidance of Childhood Behavior (CDEV170)	3
The Child, Family and Community (CDEV212)	3
The Child in the Diverse Society (CDEV220)	3
Nutrition, Health and Safety in Children's Programs (CDEV240)	3
Early Childhood Education Practicum (CDEV270)	3
Early Experiences in Language Arts and Social Sciences (CDEV332)	3
Early Childhood Education Literacy (CDEV335)	3
Early Experiences in Math and Science (CDEV342)	3
Creative VAPA Expression by Children (CDEV352)	3
Field Experience (TEDU375)	3
<b>Child Development Core Total</b>	<b>39</b>

**Choose One Specialization:**

**Infant/Toddler Specialization**

Infant and Toddler Development (CDEV401)	3
Infant and Toddler Programs (CDEV405)	3
CDEV Upper Division Elective	3

**Special Education Specialization**

Survey of Special Education (CDEV420)	3
Special Education Inclusion in Early Childhood Programs (CDEV425)	3
CDEV Upper Division Elective	3

**Preschool Director Leadership Specialization**

Admin I: Programs in Early Childhood (CDEV431)	3
Admin II: Personnel and Leadership (CDEV432)	3
Adult Supervision and Mentoring (CDEV435)	3

**Student Teaching or Capstone (Choose One)**

Child Development Capstone (CDEV490)	3
OR	
Student Teaching 1 (TEDU475) & Student Teaching 2 (TEDU476) (For students pursuing the PK-3 ECE Specialist Credential)	12

**Total Child Development Major** **51-60**

**Credential Related State Mandated Assessments**

**Subject Matter Competence:**

Candidates may meet the subject matter competence requirement through one of the following two options: a) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. b) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development. [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pk-3-handbook.pdf?sfvrsn=74bd26b1\\_30](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pk-3-handbook.pdf?sfvrsn=74bd26b1_30)

CalTPAs: California Teaching Performance Assessment Cycles 1 and 2 (see course matrix for more information)

CPR Certification: Training must meet CTC standards. For more information visit: <https://my.jessup.edu/teachered/cpr-certification/> (see course matrix for more information)

**Credential Requirements**

In addition to program requirements, candidates must meet all of the California Commission on Teacher Credentialing (CCTC) requirements for their respective credential in order to be recommended for their credential. For more information on credential requirements, please view CCTC's website linked: PK-3 ECE Specialist Instruction Credential: <https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential>  
Contact the Credential Analyst with any questions about credential-related requirements (916) 577-2277.

# Computer Science

## Bachelor of Science

Available on Campus in Rocklin, CA and Online

The Computer science program involves the study of the theoretical and practical aspects of computer technology and computer usage. The goal of this computer science program is to equip the graduate with the knowledge and skills needed to be successful software engineers. We do this by providing students with increasingly deep practical experience in tools and techniques used in software engineering.

A graduate with a Computer Science major will demonstrate:

- Fluency in at least two high-level programming languages
- Proficiency in the use of various current software development tools and environments
- Understanding of computing problem statements, requirements and constraints
- Ability to articulate and communicate possible technical solutions
- Knowledge of the computing environment of the problem domain
- Ability to apply computing solutions to other disciplines.
- Ability to understand both the theoretical and practical topics within computer science to be prepared for graduate study and/or employment in computer science and Information Technology.
- Ability to articulate the Christian ethical perspective on technology and science

All Computer Science majors are required to provide their own laptop (Windows or Mac). Please check with the Computer Science Department for more information about suggested configurations. Each respective computer science class may require installation of extra software.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	9-12 units
Computer Science Major	50-53 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree and Online BS CSCI majors will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3-4 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7-9 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 9-12 units**

Additional General Electives Dependent upon Major & Concentration

## Computer Science Major

### Computer Science Core

Programming 1 [Python] (CSCI151) <i>Spring, Fall</i>	3
Programming 2 [Python] (CSCI251) <i>Spring</i>	3
Programming 3 [Python] (CSCI351) <i>Fall</i>	3
Data Structures & Algorithms [Python] (CSCI361) <i>Fall</i>	3
Computer Networking (CSCI325) <i>Spring</i>	3
Operating Systems [Python, C] (CSCI355) <i>Fall</i>	3
Introduction to Statistics (MATH120)	3
Calculus I (MATH140)	4
Senior Project (CSCI498) <i>Spring, Fall</i>	3
Total Core Units .....	28

### Computer Science Specializations

*Students must choose a specialization listed below.*

#### **Data Science Specialization (22 units)**

Calculus II (MATH141) (4 units)  
Linear Algebra (MATH210) (3 units)  
Intro to Mathematical Proofs (MATH301) (3 units)  
Data Science 1 [R] (CSCI365) (3 units) *Fall*  
Data Science 2 (CSCI465) (3 units)  
Project Management Tools/Techniques (BUS351) (3 units)  
Artificial Intelligence 1 (CSCI471) (3 units)

#### **Software Engineering Specialization (23 units)**

Calculus II (MATH141)  
Linear Algebra (MATH210)  
Project Management Tools/Techniques (BUS351) (3 units)  
Introduction to Business (BUS100)  
Mobile Computing [Java] (CSCI320) (3 units) *Spring*  
Web Stack [JavaScript] (CSCI315) (3 units) *Fall*  
Database Systems [Python] (CSCI380) (3 units) *Fall*

#### **Data Analytics Concentration (21 units) (Online; Provided in partnership with Rize Education; not available for Oregon Residents)**

Foundations of Data Analytics I (CSCI160)  
Foundations of Data Analytics II (CSCI260)  
Principles and Techniques of Data Analytics I (CSCI360)  
Principles and Techniques of Data Analytics II (CSCI460)  
Data Analytics Practicum (CSCI475)  
2 CSCI Electives OR 1 CSCI & 1 BUS (498/480/351/352/354/355)

#### **Cybersecurity Concentration (21 units) (Online; Provided in partnership with Rize Education; not available for Oregon Residents)**

Introduction to Cybersecurity (CSCI221)  
Cybercrime and Governance (CSCI321)  
Modern Cybersecurity (CSCI322)  
Network and System Security (CSCI421)  
Cyber Forensics (CSCI422)  
2 CSCI Electives OR 1 CSCI & 1 BUS (498/480/351/352/354/355)

# Criminal Justice

## Bachelor of Science

Available on Campus in Rocklin, CA and Online

The Bachelor of Science in Criminal Justice prepares and trains students for the wide range of careers in fields of administration and justice. Courses include Constitution and Civil Rights, Criminal Justice, and Criminal Law. All courses are taught with a focus on Christian ethics which will prepare you for notable servant leadership in law enforcement and its supporting branches.

Upon successful completion of the criminal justice program, students will be able to:

- Demonstrate an understanding of biblical, governance, and management principles and their application to criminal justice decision-making.
- Identify the foundations and core principles underlying the layers of local, state, and national public agencies and nonprofit organizations.
- Examine the scope, purpose, and structure of American criminal justice and its respective roles in policy implementation.
- Review the process and players of criminal justice and their relationship to decision-making and the legal process.
- Identify and analyze latest trends and theories of financial management, human resource management, and administrative practice to formulate best practices and apply to specific scenarios in each concentration.
- Identify, analyze, and develop “real time” application scenarios on how to use this information to manage the complex administrative and justice structure challenges of today and tomorrow.
- Evaluate current issues, how they shape public policy, how different public sector and government professionals interact with these issues, and how these scenarios would be beneficial and effective.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	8 units
Criminal Justice Major	54 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree and Online BS CJUS majors will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Interpersonal Processes (PSYC 222)

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- American History (HIST291)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

Intro to Psychology (PSY100)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 8 units**

### Criminal Justice Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

American History (HIST291)	3 (GE: Social Behavioral Sciences/Humanities)
Intro to Psychology (PSYC100)	3 (GE: Social Behavioral Sciences)

**Criminal Justice Core**

Introduction to Criminal Justice (CJUS100)	3
American Government (PPOL111)	3
Laws of Arrest, Search, and Seizure (CJUS231)	3
Criminology (CJUS300)	3
Crime Prevention Strategies (CJUS301)	3
Ethics in Public Policy (PPOL304)	3
Crime Scene Investigation (CJUS311)	3
Police and Society (CJUS320)	3
State and Local Government (PPOL324)	3
Constitution and Civil Rights (PPOL361)	3
Procedural Justice and Implicit Bias (CJUS420)	3
Violence and Terrorism (CJUS440)	3
Criminal Justice Internship (CJUS475) or Research Project (CJUS492)	3
Senior Seminar: Leadership and Service (PPOL498)	3
Total Major Units.....	42

**Criminal Justice Concentrations**

Students must choose one concentration listed below:

**General Concentration (12 units)**

Choose 12 units of electives from the concentrations, at least 3 units must be upper division

**Psychology Concentration (12 units)**

Choose 12 Units from the following:

- Psychology and Christian Thought (PSYC102)
- Social Psychology (PSYC203)
- Multicultural Issues in Psychology (PSYC332)
- Abnormal Psychology (PSYC351)
- Psychology of Addiction (PSYC352)
- Community Psychology (PSYC430)

**Political Science Concentration (12 units)**

Choose 12 units from the following:

- Political Theory and Philosophy (PPOL201)
- Political Process (PPOL221)
- Introduction to Criminal Law (CJUS230)
- Public Administration I (PPOL253)
- American Presidency (PPOL328)
- Public Administration II (PPOL353)
- Law and Social Policy (PPOL363)
- Political Research and Policy Analysis (PPOL491)



# Digital Communication, Art & Design

## Bachelor of Arts

Available on Campus in Rocklin, CA

The Bachelor of Arts in Digital Communication, Art & Design—with specializations in Media Marketing, Content Creation, Graphic Design, Video, and Fine Arts—is a degree for the digital age. It's a future-focused Communication and Arts program where creativity and technology meet. It's a place to learn skills that are indispensable for every organization, every business, and every ministry. They are the skills that are as essential as I.T. in today's world.

The Digital Communication, Art & Design program combines elements of a traditional Communications degree with Digital Design and Arts, equipping students with the tools necessary to design and deliver messages to an interconnected world. They are complementary skills, and the combination produces graduates that are productive, insightful, and highly employable.

Upon successful completion of the *BA in Digital Communication, Art and Design*, students will be able to:

- Articulate how a variety of careers in their field of study, whether religious or secular, should be influenced by a gospel worldview.
- Demonstrate proficiency in critical thinking and professional writing/design/production skills, so as to be able to both produce and consume messages critically, including an understanding of how these skills can be effective across cultures.
- Communicate an understanding of the history and development of media and practices specific to their particular specialization.
- Critique and create engaging messages on contemporary media platforms, demonstrating the skills necessary for successful employment in the digital/online/mobile world.
- Collaborate with others, both as leader and participant, to produce work of high quality.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Electives	12 units
Digital Communications, Art & Design Major	50 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective. Some concentrations have specific requirements, such as:  
Speech (COMM180) for Media Marketing Specialization, Content Creation Specialization

#### **Mathematics and Quantitative Reasoning: 3-4 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some concentrations have specific requirements, such as:*  
Art History I (ART240A) or Photo History (ART242) - for Fine Arts Specialization, Video Specialization

#### **Humanities: 3 units**

Some majors have specific requirements

#### **Social and Behavioral Science (Non-History): 3 units**

Some concentrations have specific requirements, such as:  
Small Group Dynamics (PSYC322) - for Media Marketing Specialization, Content Creation Specialization

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

Some concentrations have specific requirements such as:  
Art History II (ART240B) - for Fine Arts Specialization, Video Specialization

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 12 units**

Additional General Electives Dependent upon Major & Concentration, such as:  
Introduction to Technical Theatre (THE106) - for Video Specialization

**Digital Communication, Art & Design Major**

The following courses are required to fulfill general education requirements or as part of a student’s elective choices. See Foundational Studies above.

- Speech (COMM180) (GE: Communication) - Required for Media Marketing Specialization, Content Creation Specialization
- Small Group Dynamics (PSYC322) (GE: Social and Behavioral Science) - Required for Media Marketing Specialization, Content Creation Specialization
- Art History I (ART240A) or Photo History (ART242) (GE: Fine Arts) -Required for Fine Arts Specialization, Video Specialization
- Art History II (ART240B) (FA/HUM/SBS) – Required for Fine Arts Specialization, Video Specialization
- Introduction to Technical Theatre (THE106) (GE: Electives) – Required for Video Specialization

**Digital Communication, Art & Design Core**

Introduction to Mass Communication (DCD 101)	3
The Creative Christian (ART101)	3
Storytelling: Analog to Digital (DCD 104)	3
Intro to Digital Art (ART 107)	3
Digital Workshop (DCD 222)	3
Visual Communication (DCD340)	3
Media or Design Internship (DCD475/ART 475)	3
Media, Ethics, and Law (DCD 480)	3
Senior Capstone (DCD498/ART 498)	3
<b>Total Core Units</b> .....	<b>27</b>

**Digital Communication, Art & Design Concentrations**

Students must choose one concentration listed below

**Media Marketing Specialization (23 units)**

- Career Exploration for Freshmen and Sophomores (LDRS 175) (1 unit)
- New Media, Technology & Society (DCD 201) (3 units)
- Writing for the Media (DCD 210) (3 units)
- Writing for Digital Platforms (DCD 310) (3 units)
- Digital Marketing (DCD420) (3 units) *(or option BUS320 with Program Director Approval)*
- Journalism in the Digital Age (DCD 312) (3 units)
- Career Exploration for Juniors and Seniors (LDRS 375) (1 unit)
- Critical Thinking and the Media (DCD 380) (3 units)
- Marketing Research (BUS 492) (3 units)

**Content Creation Specialization (23 units)**

- Career Exploration for Freshmen and Sophomores (LDRS 175) (1 unit)
- New Media, Technology & Society (DCD 201) (3 units)
- Writing for the Media (DCD 210) (3 units)
- Video I (ART 311) (3 units)
- Graphic Design I (ART 331) (3 units)
- Motion Design (ART 312) (3 units)
- Career Exploration for Juniors and Seniors (LDRS 375) (1 unit)
- Critical Thinking and the Media (DCD 380) (3 units)
- Interactive Media Design (DCD 452) (3 units)

**General Specialization (23 units)**

A general concentration is available upon approval and under the direction of the lead faculty; at least 8 units must be upper division.

**Fine Arts Specialization (23 units)**

- Color Theory (ART 103) (3 units)
- Drawing I (ART 105) (3 units)
- 2-D Design (ART 151) (3 units)
- Web Design and Presence (ART 335) (3 units)
- Oil Painting (ART 357) (3 units)
- Watercolor I (ART 355) (3 units)
- 3-D Art/Sculpture (ART 358) (3 units)
- Practicum in Visual and Fine Arts (ART 174) (2 units)

**Graphic Design Specialization (23 units)**

- Color Theory (ART 103) (3 units)
- Drawing I (ART 105) (3 units)
- Motion Design (ART 312) (3 units)

Graphic Design I (ART 331) (3 units)  
Typography (ART 333) (3 units)  
Web Design and Presence (ART 335) (3 units)  
Graphic Design II (ART 431) (3 units)  
Practicum in Visual and Fine Arts (ART 174) (2 units)

**Video Specialization (23 units)**

Color Theory (ART 103) (3 units)  
Writing for the Media (DCD210) (3 units)  
Video I (ART311) (3 units)  
Motion Design (ART 312) (3 units)  
Lighting (ART315) (3 units)  
Graphic Design I (ART 331) (3 units)  
Video II (ART 411) (3 units)  
Practicum in Visual and Fine Arts (ART 174) (2 units)

# Digital Humanities

## Bachelor of Arts

Available on Campus in Rocklin, CA

Starting SP25

*Pending Approval for Veterans Education Benefits. Check website for current status.*

The 39-unit Digital Humanities major is designed to equip students for a rapidly changing twenty-first century workforce, where a graduate who can combine both soft and technical skills will have a competitive advantage. The BA Digital Humanities combines the strengths of a traditional humanities degree with twenty-first century skills in data analysis and artificial intelligence. Students who enroll in our program will learn about history and literature, producing original research that leverages cutting-edge tools in text analytics and machine learning.

Students who graduate with a Digital Humanities degree will demonstrate the ability to:

- Describe key ideas and inventions that have shaped the history of thought and technology
- Write and communicate clearly and effectively in diverse contexts
- Articulate how a Gospel Worldview informs research in the Digital Humanities
- Employ tools for the analysis and visualization of data related to history and literature
- Undertake primary research in a topic of social, cultural, or historical significance, and communicate the findings effectively

### Degree Requirements

Foundational Studies	40 units
Bible Minor	18 units
General Education Electives	23 units
Digital Humanities Major	39 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Interpersonal Processes (PSYC 222)

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- American History (HIST291)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 23 units**

#### **Digital Humanities Core**

Introduction to Digital Humanities (DHUM101)	3
Writing with AI (DHUM280)	3
Writing for the Media (DCD210)	3

Perfect Sentence (ENGL382)	3
Psychology of Storytelling (ENGL436)	3
History of Ideas and their Consequences (DHUM300)	3
History of Technology (DHUM320)	3
Practicum/Internship/Field Experience (DHUM475)	3
Digital Humanities Capstone (DHUM498)	3
<b>Total Core Units</b>	<b>27</b>

**Choose one of the following concentrations** 12

Creative Writing Concentration

Creative Writing (ENGL286)  
 Metonym (ENGL384)  
 Writing and Publishing the Novel (ENGL399)  
 UD Creative Writing Elective or UD DCD Elective

Humanities Concentration

Political Theory and Philosophy (PPOL201) or Political Processes (PPOL221)  
 UD English Elective  
 UD History Electives (6 units)

History Concentration

Choose 12 units from:  
 American History (HIST291)  
 History and Archeology of Ancient Greece (HIST331)  
 History and Archeology of Ancient Rome (HIST336)  
 The Early Church: Paul to Justinian (HIST310)  
 History of Religion in America (HIST315)  
 California History (HIST481)  
 Twentieth Century (HIST371)

# English

## Bachelor of Arts

Available on Campus in Rocklin, CA

The English program at Jessup offers several distinctives. First of all, we approach the study of literature and writing with a Christian worldview. We believe that all truth is God's truth and that the study of great writings throughout the ages can give us a glimpse of God's interaction with the world that He created. Secondly, we offer concentrations in creative writing, literature, and teaching, providing our student the opportunity to specialize in their study of English. Finally, we know that the study of literature and of writing can be and should be a transformative experience, and we desire that all students should grow to know themselves, others, and God more deeply through their study of English.

Although many English majors go on to be teachers, the major is also excellent preparation for other fields. Many English graduates go on to law school or to graduate work in the humanities or education. Others find satisfying careers in fields where good communication and people skills are important, such as ministry, human resources, or technical writing. And of course, many go on to become writers themselves.

The major in English with a concentration in teaching is approved as a subject matter preparation program by the California Commission on Teacher Credentialing. Students that complete the major and concentration have satisfied the subject matter requirements without needing to take the state subject matter competence exam (CSET) in English.

Students who graduate with an English major will demonstrate the ability to:

- Critically analyze works of poetry, fiction, and drama from various eras of American and English literature.
- Think and write clearly and analytically.
- Integrate aesthetic appreciation and evaluation in a wide variety of written genres.
- Integrate their faith and their learning in the discipline.

Students who choose the concentration in literature will be able to:

- Complete an original work of criticism.
- Be prepared for graduate study in literature.

Students who choose the concentration in creative writing will be able to:

- Create an original work of literature.
- Workshop their own work and the work of others.
- Be prepared for graduate study in a fine arts writing program.

Students who choose the concentration in teaching will be able to:

- Be prepared for entrance into a single-subject credential program in English.
- Demonstrate acquisition of content in the four English domains of literature and textual analysis; language, linguistics, and literacy; composition and rhetoric; and communications, speech, media, and creative performance.
- Complete an original work of scholarship in the discipline, including research and presentation in multiple genres utilizing current technology.
- Demonstrate an understanding of current and emerging issues in literacy, language acquisition, and multicultural studies.
- Interpret works in a wide variety of genres, including non-literary, visual, and technologically mediated texts, and from canonical as well as diverse sources, in their cultural contexts.

### **Degree Requirements**

Foundational Studies and Bible Minor	58 units
General Education Free Electives	20 units
English Major	42 units
<b>Degree Total</b>	<b>120 units</b>

### **Foundational Studies & Electives**

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

**Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

**History: 6 units**

HIST231 or 232 or 291 (3 units)

History 100-499 (3 units)

**Fine Arts: 3 units**

*Some majors have specific requirements*

**Humanities: 3 units**

*Some majors have specific requirements*

**Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

**Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

**Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

**Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

**General Education Electives: 20 units**

**English Major**

The following courses are recommended to fulfill general education requirements or as part of a student’s elective choices.

American History (HIST291)	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)
Introduction to Psychology (PSYC100)	3 (GE: Social and Behavioral Science)
Developmental Psychology (PSYC141)	3 (GE: Social and Behavioral Science)

**English Core**

Foundations of British Literature (ENGL220)	3
British Literature since 1800 (ENGL221)	3
American Literature to 1865 (ENGL231) <u>or</u> American Literature 1865 to Present (ENGL232)	3
Creative Writing (ENGL286)	3
Shakespeare (ENGL320)	3
The Perfect Sentence (ENGL382)	3
World Literature (ENGL456)	3
Advanced Seminar (ENGL497/498)	3
English Electives (must be 300-level or above)	6
Total Core Units .....	30

**English Concentrations**

*Students must choose a concentration listed below*

**Literature Concentration (12 units)**

- Children’s Literature (ENGL350)
- Critical Analysis of Literature (ENGL360)
- Upper division English Literature Electives (6 units)

**Creative Writing Concentration (12 units)**

- Metonym (ENGL484)
- Upper division English Literature Electives (3 units)
- Upper division English Creative Writing Elective (6 units)

**Teaching Concentration (12 units)**

- Children’s Literature (ENGL350)
- Critical Analysis of Literature (ENGL360)
- English Practicum (ENGL475)
- Language, Culture, and Literacy (TEDU323)

# Exercise Science

## Bachelor of Science

Available on Campus in Rocklin, CA and Portland, OR

*Pending Approval for Veterans Education Benefits in Portland, OR. Check website for current status.*

A BS in Exercise Science prepares students for health-related graduate studies in areas such as physical therapy, occupational therapy, sports medicine, clinical exercise physiology, biomechanics and others. This degree brings a Christ-centered perspective through chemistry, biology, physics, physiology, anatomy and kinesiology alongside hands-on experiences to prepare students for continued studies and can prepare students for careers in allied health, or for other jobs within the health, performance, and fitness industry.

A graduate with a BS in Exercise Science will be able to:

- Integrate Scripture and personal faith with disciplined-based knowledge pertaining to health, human performance, and capability.
- Articulate, both verbally and in writing, the principles of exercise science and its sub-disciplines in an academic/professional environment.
- Synthesize, analyze, and interpret information for critical problem solving in health and human performance based contexts
- Utilize a wide variety of physical health equipment and technology to implement viable solutions to issues/problems within the field of health and human performance.
- Demonstrate professional behaviors, including commitment to excellence, proficiency in the use of technology and equipment for assessment and exercise, valuing diversity and collaboration, service to others locally and abroad, and techniques for lifelong learning.

### Degree Requirements

Foundational Studies and Bible Minor	60 units
General Education Free Electives	8 units
Exercise Science Major	52 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Origins (BIOL176)
- Bible electives (3 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 4 units**

- Precalculus (MATH102)

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Introduction to Psychology (PSYC100)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 8 units**

- Human Anatomy with Lab (BIOL225/BIOL225L)
- Physics for Life Sciences I (PHYS 101/101L)

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 8 units**

### Exercise Science Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

- |   |  |
|---|--|
| Origins (BIOL176)                         | 3 (GE: Biblical Studies)                 |
| Human Anatomy with Lab (BIOL225/BIOL225L) | 4 (GE: Physical and Biological Sciences) |



Physics for Life Science I with Lab (PHYS 101/101L)  
 Precalculus (MATH102)  
 Introduction to Psychology (PSYC100)

4 (GE: Physical and Biological Sciences)  
 4 (GE: Mathematics and Quantitative Reasoning)  
 3 (GE: Social and Behavioral Science)

**Exercise Science Core**

Foundations of Kinesiology (KINE101)	3
General Chemistry I (CHEM 110/110L)	4
Or Intro to Chemistry with lab (CHEM 105/105L)	
Principles of Biology I with lab (BIOL 101/L)	5
Nutrition: An Applied Approach (BIOL161)	3
Human Physiology with Lab (BIOL246/246L)	4
Biomechanics with Lab (KINE345/KINE345L)	4
Exercise Physiology with Lab (KINE353/KINE353L)	4
Exercise Science Clinical Practicum (KINE 477)	3
Senior Seminar (KINE498)	3
Statistics (MATH120)	3
Total Core Units .....	36

**Exercise Science Electives (16 units)**

*Students must select one of the three listed below (4 units)*

- Essentials of Strength and Conditioning with Lab (KINE 351/351L) (4 units)
- Exercise Leadership and Personal Training with Lab (KINE 420/420L) (4 units)
- Exercise Testing and Rx with Lab (KINE 325/325/L) (4 units)

*Complete 12 units: from any course listed below (6 units must be upper division)*

- Faith Based Fitness and Wellness (KINE 270) (3 units)
- Exercise and Sports Psychology (KINE 315) (3 units)
- Principles of Coaching (KINE 317) (3 units)
- Care and Prevention of Athletic Injuries (KINE 320) (3 units)
- Exercise and Sports Nutrition (KINE 339) (3 units)
- Essentials of Strength and Conditioning (KINE 351/351L) (4 units)
- Exercise Leadership and Personal Training with lab (KINE 420/420L) (4 units)
- Pedagogy and Leadership Principles in Kinesiology (KINE 340) (3 units)
- Motor Development (KINE 369) (3 units)
- Sports Ministry (KINE 371) (3 units)
- Sports Marketing (KINE 380) (3 units)
- Fit in Faith: Why our Bodies Matter to our Faith (KINE 370) (3 units)
- Exercise for Disease and Chronic Disability (KINE 439) (3 units)
- Exercise Testing and Rx with Lab (KINE 325/325L) (4 units)
- Advanced Strength and Conditioning (KINE 451/451L) (4 units)
- Medical Terminology (BIOL 109) (3 units)
- Pathophysiology (BIOL 345) (3 units)
- Principles of Biology II with lab (BIOL 102/102L) (4 units)
- General Chemistry II with lab (CHEM 111/111L) (4 units)
- Physics for Life Sciences II with Lab (PHYS 111/111L) (4 units)
- Biopsychology (PSYC 450) (3 units)
- Child and Adolescent Psychology (PSYC 342) (3 units)
- Internship (KINE 475) (1-4 units)

# Healthcare Administration

## Bachelor of Science – ONLINE ONLY

Currently not accepting new students, readmits, or reapplicants.

The Bachelor's Degree in Healthcare Administration provides strategic educational resources for one of the fastest growing careers in the country. Economic and employment forecasting suggest qualified healthcare professionals will continue to be in high demand. A bachelor's degree in healthcare administration from WJU will allow students to achieve their career goals without rearranging their life or compromising their current position.

A WJU Bachelor's Degree in Healthcare Administration prepares new and returning students to take advantage of a variety of opportunities in the healthcare industry. This program is appropriate for students entering the field or looking to enhance their credentials. The coursework within the concentration also addresses the spiritual, cognitive, adaptive, and intuitive formation of the student, and assignments within the concentration specifically relate to the practical experiential applications of the student.

Each course in this fully online program is seven weeks in length, and students can take up to two courses at a time. This program provides a flexible schedule for students who have demanding work schedules and/or family responsibilities yet still allows for students to complete their degree in the same amount of time as students taking courses through the traditional programs.

Upon successful completion of the Healthcare Administration program, students will be able to:

- Demonstrate, in written and oral form, engagement in a personal faith journey that incorporates faith and reason, the development of a value-based character, and a commitment to the service of God and human culture.
- Discuss, explain, and evaluate the significance of the history of domestic and global healthcare industry in the context of a Christian worldview.
- Explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for U.S. and global healthcare systems.
- Analyze the structure and interdependence of healthcare system elements and issues using critical thinking to formulate innovative system designs that improve healthcare delivery.
- Perform ongoing critical self-reflection from academic and work-based learning experiences, articulate the personal learning and growth that has resulted from those experiences, and integrate this into action plans for future professional growth, in support of the advancement of healthcare systems.
- Create policy and processes and execute decisions in compliance with the legal, regulatory and ethical considerations inherent in managing healthcare systems and organizations, with particular attention to information technology processes and structure and how these considerations impact all aspects of healthcare delivery.
- Integrate concepts of ethics, privacy, law and regulation to achieve optimal organizational effectiveness while adhering to personal and professional values in all elements of health informational technology and healthcare delivery.
- Develop innovative solutions to strategic, tactical and operational issues in managing healthcare systems and associated information technology through the combined use of information, organizational knowledge, talent management and critical thinking.
- Use team, talent management, organizational skills, supervision and coaching techniques to effectively lead across organization, department, and work group units to meet diverse stakeholder and organizational goals in a variety of healthcare environments.

### Online Degree Requirements

Foundational Studies	49 units
General Education Free Electives	17 units
Healthcare Administration Major	54 units
<b>Degree Total</b>	<b>120 units</b>

### Online Foundational Studies & Electives

#### **Biblical Studies: 9 units**

Old Testament Literature and Interpretation (BIBL105)  
New Testament Literature and Interpretation (BIBL106)  
Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)

#### **Communication: 9 units**

English Composition (ENGL101A)  
English Composition (ENGL101B)  
Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

Business Statistics (BUS 290)

#### **History: 6 units**

HIST231 or 232 or 291 (3 units)  
History 100-499 (3 units)

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

Intro to Psychology (PSYC 100)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

General Biology (BIOL100)

Any physical science along with one lab

**Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

**General Education Electives: 17 units**

**Healthcare Administration Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices.

General Biology (BIOL100)	3 (GE: Biological Sciences)
Business Statistics (BUS 290)	3 (GE: Math)
Intro to Psychology (PSYC 100)	3 (GE: Social and Behavioral Science)

**Core Courses**

Medical Terminology (BIOL 109)	3
Introduction to Healthcare Administration (HCAD 130)	3
Management and Organizational Behavior (BUS 140)	3
Management Information Systems (BUS 210)	3
Financial and Budget Management (BUS 243)	3
Issues and Trends in Healthcare (HCAD 250)	3
Business Law (BUS 260)	3
Introduction to IT and Systems for Healthcare (HCAD 310)	3
Marketing (BUS 320)	3
Healthcare Marketing (HCAD 325)	3
Fundamentals of Managed Care (HCAD 330)	3
Healthcare Finance and Economics (HCAD 342)	3
Foundations of Healthcare Communication and Leadership (HCAD 355)	3
Healthcare Law, Policy, and Regulations (HCAD 362)	3
Christian Perspectives in Healthcare (HCAD 370)	3
Human Resources Management (BUS 382)	3
Healthcare Administration Quality Assurance Management (HCAD 436)	3
Healthcare Administration Capstone (HCAD 498)	3
Total Units in Major .....	54

# History

## Bachelor of Arts

Available on Campus in Rocklin, CA

The history major at Jessup is unique in that it not only reflects a traditional history curriculum found in the best liberal arts institutions but also requires several courses offered by the English and Public Policy departments. Consequently, this makes for a stronger, better-rounded major. Reflecting Jessup's deep roots in Evangelical Christianity, a number of courses are offered in the field of Church History. Students studying history at Jessup will find themselves well prepared for graduate study in a number of related disciplines in the liberal arts as well as law school. Students planning on entering seminary will find in a Jessup history major a suitable course of study as well – particularly when considered along with the Bible and theology classes required of all students. In conjunction with the Teacher Education program, students should be well prepared for a single subject credential in history.

Students who graduate with a history degree will demonstrate the ability to:

- Demonstrate significant general knowledge in and understanding of history.
- Engage in informed dialog with culture.
- Evaluate the various cultural underpinnings and applications of the course of study.
- Describe various philosophical approaches to the discipline and determine how those approaches fit in with current approaches to other disciplines.
- Undertake significant primary research in a historical subject and communicate the findings.
- Think and write clearly and analytically.
- Be prepared for graduate study in a variety of programs.

In conjunction with the Teacher Education programs, students will also be able to:

- Demonstrate subject matter competency for a single subject credential in history.
- Achieve an acceptable score on the Social Science CSET examination 114.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	20 units
History Major	42 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

- Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- World Civilization 1 (HIST231)
- World Civilization 2 (HIST232)

#### **Fine Arts: 3 units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Introduction to Philosophy (PHIL271)

#### **Social and Behavioral Science (Non-History): 3 units**

- Some majors have specific requirements*

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 7 units**

- Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 20 units**

**History Major**

The following courses are a part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student’s major elective choices. See Foundational Studies above.

World Civilization 1 (HIST231)	3 (GE: Social and Behavioral Science)
World Civilization 2 (HIST232)	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)

**History Core**

American History (HIST291)	3
The Twentieth Century (HIST371)	3
History and Archaeology of Ancient Greece (HIST331)	
<b>or</b> History and Archeology of Ancient Rome (HIST336)	3
Research and Historiography (HIST498)	3
American Government (PPOL111)	3
Public Policy ( <i>Choose one of the following</i> )	3
Comparative Government and Politics (PPOL 325)	
Political Economy (PPOL 341)	
Constitution and Civil Rights (PPOL 361)	
American Presidency (PPOL 328)	
Renaissance and Reformation (HIST 441)	3
California History (HIST 481)	3
Literature ( <i>Choose one of the following</i> )	3
Foundations of British Literature (ENGL220)	
British Literature since 1800 (ENGL221)	
American Literature to 1865 (ENGL231)	
American Literature 1865 to Present (ENGL232)	
Total Core Units .....	27

**History Concentrations**

*Students must choose a concentration listed below*

**American History (15 units)**

- History of Religion in America (HIST315) (3 units)
- Colonial and Early National America (HIST292) (3 units)
- Choose one of the following (3 units):*
  - Modern US History (HIST 494)
  - Civil War (HIST 383)
  - Western Frontier (HIST 485)
  - Latin American History (HIST 461)
- History Electives, at least 3 units must be 300-level or above (6 units)

**General Concentration (15 units)**

- History Electives, at least 12 units must be 300-level or above

# Kinesiology

## Bachelor of Science

Available on Campus in Rocklin, CA

A BS in Kinesiology prepares students who wish to work in exercise physiology, strength and conditioning, health and fitness, wellness promotion, and serves as preparation for graduate studies in exercise physiology, strength and conditioning, athletic training and similar fields. The combination of course work and practical experience positions students for continued study at the graduate level in Kinesiology or for entry level positions in the health, fitness and sport industry. The degree is designed for those interested in helping others achieve greater levels of overall health, fitness and sport performance through a focus on lifestyle choices and behaviors. This degree also prepares students for professional certifications in fitness and conditioning through professional organizations such as the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA).

A graduate with a BS in Kinesiology will be able to:

- Integrate Scripture and personal faith with disciplined-based knowledge pertaining to health, human performance, and capability.
- Articulate, verbally and in writing, the principles of kinesiology and its sub-disciplines in academic and professional environments.
- Synthesize, analyze, and interpret information for critical problem solving in health and human performance based contexts.
- Design and implement viable solutions to issues/problems within the field of health and human performance.
- Demonstrate professional behaviors, including commitment to excellence, valuing diversity and collaboration, service to others locally and abroad, and techniques for lifelong learning.

### Degree Requirements

Foundational Studies and Bible Minor	60 units
General Education Free Electives	9 units
Kinesiology major	51 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Origins (BIOL176)
- Bible electives (3 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3-4 units**

- College Algebra (MATH101)

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 units**

- Some majors have specific requirements*

#### **Humanities: 3 units**

- Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

- Introduction to Psychology (PSYC100)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

#### **Physical and Biological Sciences: 9 units**

- Human Anatomy with Lab (BIOL225/BIOL225L)
- Conceptual Physics with Lab (PHYS100/PHYS100L)

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 9 units**

### Kinesiology Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

- Origins (BIOL176) 3 (GE: Biblical Studies)
- Human Anatomy with Lab (BIOL225/BIOL225L) 4 (GE: Physical and Biological Sciences)

Conceptual Physics with Lab (PHYS100/PHYS100L)  
 College Algebra (MATH101)  
 Introduction to Psychology (PSYC100)

4 (GE: Physical and Biological Sciences)  
 4 (GE: Mathematics and Quantitative Reasoning)  
 3 (GE: Social and Behavioral Science)

**Kinesiology Core**

Foundations of Kinesiology (KINE101)	3
Exercise Sports Psychology (KINE 315)	3
Exercise and Sports Nutrition (KINE 339)	3
Essentials of Strength and Conditioning with Lab (KINE 351/351L)	4
Motor Development (KINE 369)	3
Biomechanics with Lab (KINE345/KINE345L)	4
Exercise Physiology with Lab (KINE353/KINE353L)	4
Senior Seminar (KINE498)	3
Nutrition: An Applied Approach (BIOL161)	3
Human Physiology with Lab (BIOL246/246L)	4
Statistics (MATH120)	3
Total Core Units .....	37

**Kinesiology Concentrations**

*Students must choose a concentration listed below*

**Strength and Conditioning (14 units)**

- Advanced Strength and Conditioning with Lab (KINE 451/451L) (4 units)
- Practicum in Strength and Conditioning I (KINE 476a) (3 units)- FA
- Practicum in Strength and Conditioning II (KINE 476b) (3 units)- SP
- Complete 4 units from the list below
  - Faith Based Fitness and Wellness (KINE 270) (3 units)
  - Principles of Coaching (KINE 317) (3 units)
  - Care and Prevention of Athletic Injuries (KINE 320) (3 units)
  - Exercise Leadership and Personal Training with lab (KINE 420/420L) (4 units)
  - Pedagogy and Leadership Principles in Kinesiology (KINE 340) (3 units)
  - Sports Ministry (KINE 371) (3 units)
  - Sports Marketing (KINE 380) (3 units)
  - Fit in Faith: Why our Bodies Matter to our Faith (KINE 370) (3 units)
  - Exercise for Disease and Chronic Disability (KINE 439) (3 units)
  - Exercise Testing and Rx with Lab (KINE 325/325L) (4 units)

**General Concentration (14 units)**

This path is based on consultation with the kinesiology department to determine courses for specific career directions. Select 14 units from the list below, or any other approved coursework.

- Faith Based Fitness and Wellness (KINE 270) (3 units)
- Principles of Coaching (KINE 317) (3 units)
- Care and Prevention of Athletic Injuries (KINE 320) (3 units)
- Exercise Leadership and Personal Training with lab (KINE 420/420L) (4 units)
- Pedagogy and Leadership Principles in Kinesiology (KINE 340) (3 units)
- Sports Ministry (KINE 371) (3 units)
- Sports Marketing (KINE 380) (3 units)
- Fit in Faith: Why our Bodies Matter to our Faith (KINE 370) (3 units)
- Exercise for Disease and Chronic Disability (KINE 439) (3 units)
- Exercise Testing and Rx with Lab (KINE 325/325L) (4 units)
- Advanced Strength and Conditioning with lab (KINE 451/451L) (4 units)
- Internship (KINE 475) (1-4 units)

# Leadership Bachelor of Arts

Available on Campus in Rocklin, CA and Online

# Leadership Bachelor of Science

Available on Campus in Portland, OR and Online OR Residents

Per Oregon regulations, students in Portland, OR and Oregon Residents Online receive a BS

*Pending Approval for Veterans Education Benefits in Portland, OR and BS Online. Check website for current status.*

The Bachelor of Arts in Leadership is a carefully sequenced degree designed to prepare students for foundational leadership in a range of life settings, including the local church. This degree program provides a core curriculum in leadership and allows students to choose from a variety of ministry (and other) specializations.

Upon successful completion of the BA in Leadership, students will be able to:

- Articulate core leadership principles for organizations, consistent with biblical teaching.
- Demonstrate proficiency in personal leadership skills.
- Identify personal areas of spiritual, relational, and emotional growth in self-leadership.
- Apply leadership within a range of cultural contexts.
- Frame leadership within a Christian worldview and ethic.
- Integrate their leadership studies into their chosen specialization.

## Degree Requirements

Foundational Studies and Bible Core	58 units
General Education Electives	20 units
Leadership Major	42 units
<b>Degree Total</b>	<b>120 units</b>

## Foundational Studies & Electives

### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*Students with non-ministry Leadership concentration (business, global, or interdisciplinary) who transfer in 60 units and **Online BS/BS LDRS majors** or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

### **Mathematics and Quantitative Reasoning: 3 units**

- Must meet Jessup MATH100 or above; *some are major specific*

### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

### **Fine Arts: 3 units**

- Some majors have specific requirements*

### **Humanities: 3 units**

- Some majors have specific requirements*

### **Social and Behavioral Science (Non-History): 3 units**

- Some majors have specific requirements*

### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Some majors have specific requirements. If major allows, may also be a third history.*

### **Physical and Biological Sciences: 7 units**

- Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

### **General Education Electives: 20 units**



**Leadership Major**

**Leadership Core**

Introduction to Leadership (LDRS105)	3
Self-Leadership (LDRS210)***	3
Leading Others (LDRS320)	3
Leading in Organizations (LDRS342)***	3
Innovation and Leadership (LDRS470)***	3
Mentorship (LDRS475)	3
Leadership Capstone (LDRS498)	3
Leadership in Global Society (LDRS430)***	3
Total Core Units.....	24

**Leadership Specializations**

All leadership majors need to choose one of the following Specializations, or an interdisciplinary option.

**Business Specialization (18 units)**

- Management & Organizational Behavior (BUS140)
- Introduction to Business BUS100
- Personal Finance (BUS242)
- Project Management Tools & Techniques (BUS351)

**Electives (Choose Two) (6 units)**

- Marketing (BUS320)
- Human Resource Management (BUS382)
- Leadership & Justice (LDRS303)
- Nonprofit Leadership (LDRS360)

**Global Leadership (18 units)**

- Leading with a Mission (ICS103) (3 units)
- Intercultural Communication (ICS310) (3 units)
- World Religions (ICS320) (3 units)
- Leadership and Justice (LDRS303) (3 units)

Choose 2 Electives:

- Orphans & Vulnerable Children (ICS215) (3 units)
- Nonprofit Leadership (LDRS360) (3 units)
- New Models of Church (PMIN411) (3 units)
- Poverty and Development (ICS300) (3 units)

**Ministry Leadership (18 units)**

- Foundations of Youth Ministry (YMIN100) (3 units)
- New Models of Church (PMIN411) (3 units)
- Pastoral Care and Counseling (PMIN423) (3 units)
- Nonprofit Leadership (LDRS360) (3 units)

Choose 2 Electives:

- Leading with a Mission (ICS103) (3 units)
- Orphans & Vulnerable Children (ICS215) (3 units)
- Expository Preaching (BIBL350) (3 units)
- Leadership & Justice (LDRS303) (3 units)

**Youth Ministry Specialization (18 units)**

- Foundations of Youth Ministry (YMIN100) (3 units)
- Youth Ministry Skills (YMIN175) (3 units)
- Teaching and Speaking to Youth (YMIN391) (3 units)
- Counseling Youth (YMIN426) (3 units)

Choose 2 Electives:

- Leadership and Justice (LDRS303) (3 units)
- Scripture and Pop Culture (BIBL290) (3 units)
- Orphans and Vulnerable Children (ICS215) (3 units)
- New Models of Church (PMIN411) (3 units)

**Interdisciplinary Specialization (18 units)**

In special circumstances, concentration courses selected/approved by advisor for unique needs. Interdisciplinary Specialization allows a student to combine interests in two or more disciplines (e.g., Leadership, Psychology, Business, Public Policy). Courses are selected/approved by the faculty advisor; at least 9 units must be upper division.

The Accelerated Pastoral Degree Program (APDP) allows a student to complete both the BA in Leadership and an MA in Leadership in 5 years. To accomplish this goal, a student may enroll in 5 graduate level courses while an undergraduate student. Please talk to the School of Theology and Leadership for approval and the course sequence.

\*\*\*The following graduate courses may be substituted for the undergrad coursework

- *LDRS 500 Personal Life of the Leader* substitutes for *LDRS 210 Self-Leadership*
- *LDRS 530 Diversity & Global Leadership* substitutes for *LDRS 430 Leadership in Global Society*
- *LDRS 560 Organizational Leadership* substitutes for *LDRS 342 Leading in Organizations*
- *LDRS 642 Unleashing Creativity* substitutes for *LDRS 470 Innovation & Leadership*
- *MIN 523 Heritage & Leadership* substitutes for *Upper Division Depth Elective*

*NOTE: To complete the joint program in five (5) years, students will need to take a) 15 units per semester; and b) five (5) courses fully online spread across the 4 summers of the program.*

# Liberal Studies

## Bachelor of Arts

Available on Campus in Rocklin, CA

The Jessup School of Education provides programs leading to a Bachelor of Arts in Liberal Studies and a minor in Bible and theology. Candidates have the option of either a California Multiple Subject Teaching Credential or Subject Concentration. This program provides a broad exposure to various fields of human knowledge with an emphasis on effective communication, critical thinking, leadership, education, and character formation.

The School of Education, in partnership with and by the grace of Christ, develops educators for leadership and scholarship regionally, nationally, and internationally in order to make a difference in the lives of those they serve. Exhibiting the character of Christ, the School of Education develops educational leaders who reach with compassion, teach with excellence, and learn for lifelong impact.

All students majoring in liberal studies must declare their program pathway as either a Preliminary California Multiple Subject Teaching Credential (K-8 elementary education) and/or a specific subject concentration. The subject concentrations include child development, English, history, psychology, or ASL.

Students choosing to pursue a Preliminary California K-8 Multiple Subject Credential will complete an accredited program approved by the California Commission on Teacher Credentialing based on the guidelines set forth in Senate Bill 2042 (2003). Successful graduates will be credentialed to teach all subjects in kindergarten through grade eight in self-contained classrooms in public and private schools in California. The Teacher Performance Expectations (TPEs) listed below are the basis for course content and assessment of candidate performance. They are introduced, practiced, and demonstrated in specific TEDU courses across the program.

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Graduates with a BA in Liberal Studies, a Preliminary California Multiple Subject Credential, and a minor in Bible and Theology are well-equipped, highly-principled individuals who understand diversity as a strength and who provide for individual differences in order to help their students prepare for a diverse and rapidly changing world. Students choosing a subject concentration will work closely with their advisor to develop a subject concentration plan. The graduate will have unique knowledge and skills acquired from the specific subject study areas (dependent on subject concentration plan) and the ability to communicate clearly, understand and analyze concepts, and make judgments and decisions.

Liberal studies careers are found in many different sectors including education, research organizations, government, nonprofit, and private. Careers may include teaching, missions, social work, research, writing, public relations, marketing, advertising, sales, and human resources. Please contact the School of Education office for admission information and requirements.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	2- 15 units
Liberal Studies major	47-60 units
<b>Degree Total*</b>	<b>120 units</b>

Transfer students refer to “General Education and Bible options for Transfer Students” for optional requirements under Foundational Studies. \* Concentrations within the major have variable unit requirements; therefore, to meet the minimum standard of 128 units for degree completion, the free electives are adjusted according to the chosen concentration.

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

- Liberal Studies Math I (MATH105)

#### **History: 6 units**

- World Civilization I (HIST231)

World Civilization II (HIST232)

**Fine Arts: 3 units**

*Some majors have specific requirements*

**Humanities: 3 units**

*Some majors have specific requirements*

**Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

**Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

**Physical and Biological Sciences: 7 units**

Any Biological Science

Any Earth Science

One corresponding lab

**Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

**General Education Electives: 2-15 units**

General Electives Dependent upon Major & Concentration

**Liberal Studies Major**

**Liberal Studies Core**

Multicultural Education (TEDU123)	3
Foundations of Education (TEDU302)	3
Educational Psychology (TEDU310)	3
Language, Culture, and Literacy (TEDU323)	3
American History (HIST291)	3
Liberal Studies Math II (MATH106)	3
Any Physical Science	3
Developmental Psychology (PSYC141)	3
Total Core Units.....	24

**Students in concentrations other than multiple subject education must also take the following courses as part of their core:**

Career Exploration for Freshmen and Sophomores (CAPS175)	1
<b>OR</b> Career Exploration for Juniors and Seniors (CAPS375)	1

**Liberal Studies Concentrations**

*Students must choose a concentration listed below*

**Multiple Subject Education Concentration (36 units)**

*Successful completion of this concentration meets the California state requirements for a Preliminary Multiple Subject Teaching Credential.*

- Teaching as a Profession (TEDU101) (3 units)
- Curriculum and Methods in PE and Health Science (TEDU102) (3 units)
- Technology for Teachers (TEDU110) (2 units)
- Curriculum and Methods in Visual and Performing Arts (TEDU251) (3 units)
- Field Experience I (TEDU275) (2 units)
- Curriculum and Methods in History and Social Science (TEDU311) (3 units)
- Field Experience II (TEDU375) (3 units)
- Curriculum and Methods in Math and Science (TEDU413) (3 units)
- Curriculum and Methods in Literature and Language (TEDU423) (3 units)
- Student Teaching I (TEDU475) (6 units)
- Student Teaching II (TEDU476) (6 units)

*Students must also complete General Biology (BIOL100), Earth and Environmental Science (ESCI131), World Civilization I (HIST231), World Civilization II (HIST232), Liberal Studies Math I (MATH 105), and one corresponding science lab as part of their foundational studies requirements. See Foundational Studies above. State required assessments (e.g.: Basic Skills Requirement [CBEST or equivalent], Subject Matter Competency [CSETs or equivalent], RICA, and TPAs) and qualifying CPR training that meet credentialing standards must be met. For more information visit: <https://my.iessup.edu/teachered/credential-requirement-information-tug/>*

**Child Development Concentration (18 units)**

- Introduction to Child Development (CDEV101) (3 units)
- Observation, Assessment, & Positive Guidance of Childhood Behavior (CDEV170) (3 units)
- The Child, Family, & Community (CDEV212) (3 units)
- Early Experiences in Language Arts & Social Sciences (CDEV332) (3 units)
- Infant & Toddler Development (CDEV401) (3 units)
- Capstone (TEDU498) (3 units)

**English Concentration (18 units)**

Creative Writing (ENGL286) (3 units)

Choose one of the following (3 units):

Foundations of British Literature (ENGL220)

British Literature since 1800 (ENGL221)

American Literature to 1865 (ENGL231)

American Literature 1865 to Present (ENGL232)

Curriculum and Methods in Literature and Language (TEDU423) (3 units)

Upper division literature electives (6 units)

Capstone (TEDU498) (3 units)

**History Concentration (18 units)**

Literature and Culture (ENGL110) or Political Economy (PPOL341) (3 units)

History of Religion in America (HIST315) (3 units)

The Twentieth Century (HIST371) (3 units)

Curriculum and Methods in History and Social Science (TEDU311) (3 units)

Capstone (TEDU498) (3 units)

Upper division history elective (3 units)

**Psychology Concentration (18 units)**

Introduction to Psychology (PSYC100) (3 units)

Psychology and Christian Thought (PSYC102) (3 units)

Interpersonal Processes (PSYC222) or Psychology of Relationships (PSYC230) (3 units)

Abnormal Psychology (PSYC351) (3 units)

Capstone (TEDU498) (3 units)

Choose one of the following (3 units):

Social Psychology (PSYC203)

Cross Cultural Psychology (PSYC332)

Gender Studies (PSYC345)

**Credential Related State Mandated Assessments****Basic Skill Requirement**

(BSR) can be met by California Basic Educational Skills Test (e.g., California Basic Educational Skills Test [CBEST]) or any equivalent exam, coursework, or a combination of the above. For more information on options to meet this requirement please review CCTC's CL-667 leaflet (<https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>) (See course matrix for more information)

**Subject Matter Competence:**

Subject Matter Competence can be met by completing a Commission Approved Subject Matter Program, passage of a subject matter examination (CSET), qualifying coursework (verified by a Commission approved program of professional preparation), completion of a baccalaureate degree or higher in the exact area of the credential being sought, or a combination of the above. For more information on options to meet this requirement please review (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>)

**RICA (Multiple Subject Only):** Reading Instruction Competence Assessment (preparatory course incorporated into program; see course matrix for more information)

**CalTPAs:** California Teaching Performance Assessment Cycles 1 and 2 (see course matrix for more information)

**CPR Certification:** Training must meet CTC standards. For more information visit: <https://my.jessup.edu/teachered/cpr-certification/> (see course matrix for more information)

**Credential Requirements**

In addition to program requirements, candidates must meet all of the California Commission on Teacher Credentialing (CCTC) requirements for their respective credential in order to be recommended for their credential. For more information on credential requirements, please view CCTC's leaflet linked below:

Multiple Subject Credentials: [www.ctc.ca.gov/docs/default-source/leaflets/cl561c.pdf?sfvrsn=7aab1162\\_14](http://www.ctc.ca.gov/docs/default-source/leaflets/cl561c.pdf?sfvrsn=7aab1162_14)

Contact the Credential Analyst with any questions about credential-related requirements (916) 577-2277.

# Mathematics

## Bachelor of Arts

Available on Campus in Rocklin, CA

The mathematics major provides students with a fundamental foundation in mathematics, preparing them for further study or for careers in education or a wide spectrum of industry.

The purpose of the Department of Mathematics is to support the vision and mission of Jessup University by equipping its students with quantitative and analytical skills necessary to lead and serve in an increasingly technological world. The department has four primary objectives:

1. To prepare students for further study or a career in mathematics or science by offering appropriate undergraduate major programs.
2. To support the Natural and Applied Science division at Jessup by providing the necessary mathematical background required for the various majors and disciplines.
3. To support the teacher education program at Jessup by providing instruction to future educators.
4. To enhance the general education experience of Jessup students by strengthening their mathematics and science abilities.

Students who graduate with a mathematics major will be able to:

- Think logically and analytically.
- Demonstrate problem statement and solution proficiency.
- Demonstrate the ability to communicate mathematics in both written and verbal form.
- Apply mathematics to other disciplines.
- Be prepared for graduate study and employment in mathematics.
- Articulate the philosophical nature of mathematics from a Christian perspective.
- Construct a well-written proof using a variety of mathematical techniques and typeset it in the industry standard language of LaTeX.

According to the Bureau of Labor Statistics' *Occupational Outlook Handbook*, 2016-17 Edition, employment of mathematicians is expected to grow anywhere from 13% to 34% between 2014 and 2024, depending upon the particular subfield. This is much faster than the average for all occupations tracked by the U.S. Department of Labor. According to the *Occupational Outlook Handbook*, "The amount of digitally stored data will increase over the next decade as more people and companies conduct business online and use social media, smartphones, and other mobile devices. As a result, businesses will increasingly need mathematicians to analyze the large amount of information and data collected. Analyses will help companies improve their business processes, design and develop new products, and even advertise products to potential customers."

Internships and summer employment opportunities span a broad range of industries. One particular listing of possible positions and programs is maintained by the American Mathematical Society at <http://www.ams.org/programs/students/emp-internships>. There are various employment opportunities geared towards mathematics majors and minors on campus. In conjunction with the Academic Achievement Center, the mathematics department runs a math lab in which mathematics majors and minors may serve as tutors. Additionally, there are occasional opportunities to serve as private tutors or as teaching assistants for lower division math classes. Technologically-inclined students may have an opportunity to serve with the HelpDesk on campus.

Senior seminar is the capstone class for the degree and gives students the opportunity to demonstrate verbal and written communication skills, to research mathematical topics of interest, and to prepare for future employment or advanced studies in mathematics.

### Degree Requirements

Foundational Studies and Bible Minor	60 units
General Education Free Electives	16 units
Mathematics Major	44 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

**Mathematics and Quantitative Reasoning: 3-4 units**

Calculus I (MATH140)

**History: 6 units**

HIST231 or 232 or 291 (3 units)

History 100-499 (3 units)

**Fine Arts: 3 units**

*Some majors have specific requirements*

**Humanities: 3 units**

*Some majors have specific requirements*

**Social and Behavioral Science (Non-History): 3 units**

*Some majors have specific requirements*

**Fine Arts or Humanities or Social Behavioral Science: 3 units**

*Some majors have specific requirements. If major allows, may also be a third history.*

**Physical and Biological Sciences: 7-9 units**

University Physics I with Lab (PHYS102/PHYS102L)

One biological science

**Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

**General Education Electives: 16 units**

**Mathematics Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Calculus I (MATH140)

4 (GE: Mathematics and Quantitative Reasoning)

University Physics I with Lab (PHYS102/PHYS102L)

5 (GE: Physical and Biological Sciences)

**Mathematics Core**

Statistics (MATH120)	3
Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Differential Equations (MATH241)	3
Calculus III (MATH242)	4
History of Mathematics and Number Theory (MATH300)	3
Introduction to Mathematical Proof (MATH301)	3
Probability Theory (MATH320)	3
Abstract Algebra (MATH410)	3
Real Analysis (MATH461)	3
Senior Seminar (MATH498)	3
Programming I (CSCI151)	3
Math electives ( <i>Choose six units from below</i> )	6
Discrete Mathematics (MATH305) (3)	
Modern Geometry (MATH350) (3)	
Complex Analysis (MATH460) (3)	
Numerical Analysis (MATH462) (3)	
Topics in Mathematics (MATH499) (3)	
Total Major Units .....	44

# Music

## Bachelor of Arts

Available on Campus in Rocklin, CA

The Jessup University music department provides opportunities for student involvement in musical performance ensemble. Participating in a Jessup music performance group is a great way to experience excellent musical training, perform, serve the University, all while making new campus friends.

- **University Choir & Orchestra:** The Jessup University Choir & Orchestra, under the direction of Tom Ruscica, performs the best of choral literature to audiences all over Placer County. Each year the group records a full-length album and performs at a variety of venues including Jessup events and concerts and local area churches, as well as seasonal concerts. The University Choir & Orchestra is open by audition to all Jessup students and may be repeated for credit.
- **Jessup Concert Choir:** The Jessup Concert Choir performs a variety of choral literature, including contemporary Christian choral anthems, worship songs, and gospel music. This choir performs in Placer County at local churches, as well as seasonal concerts. The Jessup Concert Choir is open by audition to all Jessup students and may be repeated for credit.
- **Masterworks Chorale:** Masterworks Chorale provides students with performance group experience centered in traditional choral repertoire. The group emphasis is on rehearsal and performance of works drawn from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods of music. The Masterworks Chorale is open to all Jessup University students regardless of major. The Chorale performs approximately three times each semester.
- **Jessup Jazz Band:** The Jessup Jazz Band performs a variety of jazz repertoire and is designed to expose students to the best of jazz ensemble literature. This ensemble contributes to the campus and general communities through artistic and spiritual expression. Students are taught techniques unique to jazz, improvisation, and sight-reading. Included in the repertoire are jazz standards, Latin jazz, swing, soul jazz, and blues. The Jessup Jazz Band is open by audition to all Jessup instrumentalists and may be repeated for credit.
- **Jessup Chamber Orchestra:** Jessup Chamber Orchestra performs a variety of chamber repertoire from all eras of classical music, but focusing on Baroque and Classical timeframes. This ensemble contributes to the campus and general communities through artistic and spiritual expression. Students are taught techniques in sight reading, expression, phrasing, and dynamics as it pertains to classical repertoire. The Jessup Chamber Orchestra is open by audition to all Jessup chamber instrumentalists and may be repeated for credit.
- **Crossroads:** Current groups include a performance repertoire of jazz, gospel, R&B, a cappella, and worship. Groups are formed based on current student abilities and giftings, and auditions are held each spring for the following year. Crossroads travels the Northern California area throughout the school year, leading worship and performing original songs and arrangements for various churches, high schools, and community events.

Non-music majors can register for performance groups through their departmental advisor, however audition requirements may need to be fulfilled. Audition information is available from the music department chair, the music department administrative assistant, or from the appropriate group director.

Music department degrees and concentrations are designed, in agreement with the Jessup University mission statement, to prepare graduates for leadership positions in the church and society as worship leaders, teachers, performers, ministers of music, accompanists, music industry personnel, and choral or instrumental directors. The curriculum structure, content, and time requirements enable students to develop the range of knowledge, skills, and competencies required for successful careers in the field of music and acceptance into post-graduate degree programs. The curriculum stresses sound musicianship and active musical experience.

All students enrolling in the music major are required to attain a high level of performance ability as they complete their required course units:

- Students are required to perform a music jury at the completion of each year's study in their designated juried applied area of specialization (voice, piano, guitar, drums, composition, other). The purpose of the annual jury is to assess levels of competence attained and to track the student's progress in preparation for the performance of the required senior recital (see Applied Levels Rubric).
- All music majors must pass a piano proficiency exam before graduation.
- Music majors must fulfill additional recital performance or commercial music projects, as established by the department. Recital attendance requirements may be put in place by the department.

In order to assure that Jessup graduates reflect the mission and educational philosophy of the University, the music department adheres to the transfer policy established by the Academic Council. Non-transferable courses include: Music Organization and Leadership, Senior Recital, Music and Worship, and Music Internship.

Students who graduate with a music major will demonstrate:

- Ability to perform with excellence as a vocal or instrumental musician.
- Proficiency in piano.
- Proficiency in music theory and ear training.
- Ability to analyze, compose, and arrange music for various vocal and instrumental media.
- Acquisition of a broad knowledge and aesthetic appreciation of music literature through study and performance.
- Knowledge of the history of music and worship and its relationship to contemporary society.
- Familiarity with non-western music and musical forms.
- Ability to develop and lead an effective music ministry, program or business based on sound biblical and educational principles.



## Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	9 units
Music Major	53 units
<b>Degree Total</b>	<b>120 units</b>

## Foundational Studies & Electives

### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

**\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.**

### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

### **Mathematics and Quantitative Reasoning: 3 units**

- Must meet Jessup MATH100 or above; *some are major specific*

### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

### **Fine Arts: 3 units**

- Western Music to 1750 (MUS340)

### **Humanities: 3 units**

- Some majors have specific requirements*

### **Social and Behavioral Science (Non-History): 3 units**

- Some majors have specific requirements*

### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Western Music from 1750 (MUS341)

### **Physical and Biological Sciences: 7 units**

- Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

### **General Education Electives: 9 units**

- World Music (MUS367)

## Music Major

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Western Music to 1750 (MUS340)	3 (GE: Arts and Humanities)
Western Music from 1750 (MUS341)	3 (GE: Arts and Humanities)
World Music (MUS367)	3 (GE: General Electives)

## **Music Core**

Performance Ensemble	4
Applied Music Lessons (MUS100-400)*	3
Music Fundamentals (MUS171)	3
Class Piano I (MUS190P)	1
Class Piano II (MUS290P)	1
Piano Proficiency Passed	P/F
Introduction to Music Technology (MUS220)	2
Music Theory I (MUS272)	3
Music Theory II (MUS274)	3
Music Theory III (MUS372)	3
Ear Training I (MUS301)	1
Ear Training II (MUS302)	1
Ear Training III (MUS303)	1
Basic Conducting (MUS310)	2
Seminar in Leadership Skills (MUS351)	1
Masterworks Chorale (MUS396)	2
Music Internship (MUS475)	3

\*Students take Applied Lessons: Recording (MUS100-400R) for the commercial music concentration.

### Music Specializations

Students must choose a concentration listed below:

#### Commercial Music Audio Recording Specialization (19 units)

- Live Sound Mixing (MUS120) (2 units)
- Logic Pro (MUS222) (2 units)
- Sequencing (MUS223) (2 units)
- Pro Tools 1 (MUS224)\* (includes Avid Cert Test) (2 units)
- Pro Tools II (MUS325)\* (includes Avid Cert Test) (2 units)
- Mixing and Mastering with Pro Tool \*\*\* (MUS422) (2 units)
- Music Business Portfolio Development (MUS352) (1 unit)
- Instrumentation and Arranging for Popular Music (MUS356) (3 units)
- Entrepreneurship (BUS388) (3 units)

#### General Music Specialization for Transfers (19 units)

Choose 19 units of music electives not found in the music core requirements with advice from faculty mentors, at least 5 units must be 300-level or above.

#### Music Education Specialization (19 units)

- Applied Group Woodwind Techniques (MUS332) ^ (1 unit)
- Applied Group String Techniques (MUS333) ^ (1 unit)
- Applied Group Brass Techniques (MUS334) ^ (1 unit)
- Applied Group Percussion Techniques (MUS335) ^ (1 unit)
- Instrumentation and Arranging for Popular Music (MUS356) (3 units)
- Advanced Conducting (MUS410) (2 units)
- Vocal Pedagogy (MUS440) (3 units)
- Music Education (MUS441) (3 units)
- Music Electives (3 units)

^Applied group lessons include fee

#### Performance Specialization (19 units)

- Applied Music Lessons (MUS100-400) (4 units)
- Junior Recital (MUS398) (0 unit)
- Advanced Conducting (MUS410) (2 units)
- Vocal Pedagogy (MUS440) (3 units)
- Music Electives (9 units)

#### Worship Specialization (19 units)

- Applied Music Lessons for Worship (MUS100-400) (1 unit)
  - Live Sound Mixing (MUS120) (2 units)
  - Music Business Portfolio Development (MUS352) (1 unit)
  - Instrumentation and Arranging for Popular Music (MUS356) (3 units)
  - Worship Leadership and Planning (MUS350) (3 units)
  - Theology for Worship (MUS450) (3 units)
  - Music Electives (not listed below) (2 units)
- Elective: Choose 2 for 4 units*
- Logic Pro (MUS222) (2 units)
  - Sequencing (MUS223) (2 units)
  - Pro Tools I (MUS224) (2 units)
  - Pro Tools II (MUS325) (2 units)

# Nursing

## Bachelor of Science

Available on Campus in Rocklin, CA

### Students with a BS in Nursing will:

Exhibit and demonstrate excellent nursing skill applications in service to humanity, while providing strong relational connection with their patients for the purposes of encouragement, education, and spiritual assistance.

### Mission

The mission of the nursing program is to prepare nurses to serve a diverse and ever-changing society with excellence, leadership, and Christ-like presence (competent, caring, compassionate, sensitive and knowledgeable).

### Vision

The nursing program, in partnership with and by the grace of Christ, develops nurse leaders who will provide a Christ-like presence in healthcare settings locally and globally in order to make a difference in the lives of those they serve.

### Program Learning Outcomes

A graduate of the nursing program will be able to:

1. Apply knowledge from nursing, the sciences, liberal arts, and a Christian worldview to effectively fulfill professional nursing roles.
2. Promote client health in a culturally relevant manner through collaborative processes.
3. Incorporate critical thinking, health care information technology, and evidence-based research findings for clinical judgements and decision making to promote safety and quality and improve client health outcomes.
4. Effectively communicate through verbal, nonverbal, and technological means with individuals, families, and communities to achieve person-centered care for mutually determined health outcomes.
5. Conduct self as a member of the nursing profession by integrating Christian values, professional standards, and ethical perspectives.
6. Advocate to advance population health and access to health care to promote justice for all, with sensitivity to diversity, equity and inclusion, especially the underserved.
7. Lead in a collaborative manner to enhance systems of care to achieve quality and effectiveness of nursing practice and function independently as a leader or member of a healthcare team.
8. Demonstrate a commitment to service of others, effective stewardship of resources, personal growth, and lifelong learning.

### Core Competencies

AACN 2021 The Essentials: Core Competencies for Professional Nursing Education:

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Practice

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems Based Practice

Domain 8: Information and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development and QSEN competencies of patient-centered care, teamwork, collaboration, evidence-based practice quality improvement, safety, and informatics (2013).

QSEN

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence-Based Practice
- Quality Improvement
- Safety
- Informatics

### Degree Requirements:

Foundational Studies and Bible Minor	60 units
Nursing major	69 units
Degree Total	129 units

### Foundational Studies & Electives

#### Biblical Studies: 18 units

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

Old Testament Literature and Interpretation (BIBL105)

New Testament Literature and Interpretation (BIBL106)

Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)

Upper Division Theology Elective

Bible electives (6 Units)

*\*\*The Nursing Major is approved for transfer students with at least 45 units into Nursing, will take nine units of biblical studies: BIBL105, BIBL106, and THEO352 or may elect to finish the 18-unit bible minor.*

**Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective (Suggested: BUS320, COMM180, or PSYC322)

**Mathematics and Quantitative Reasoning: 3 units**

- Statistics & Data Mgmt for Nursing & Healthcare (NURS390)

**History: 3 Units**

- History 100-499 (3 units)

**Fine Arts: 3 units**

- Some majors have specific requirements*

**Humanities: 3 units**

- Ethical & Spiritual Decision Making in Healthcare (NURS200)

**Social and Behavioral Science (Non-History): 3 units**

- Introduction to Sociology (SOC201)

**Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Developmental Psychology (PSYC141)

**Physical and Biological Sciences: 8 units**

- Human Anatomy with Lab (BIOL225/BIOL225L)
- Physiology with Lab (BIOL245/BIOL245L)

**Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

**General Education Electives: 4 units**

- Microbiology & Lab (BIOL336/L)

**Nursing Major**

The following courses are part of the requirement for this major and are recommended to fulfill general education requirements.

Anatomy with Lab (BIOL 225 and 225L)	(GE: Physical and Biological Sciences)
Physiology with Lab (BIOL245/BIOL245L)	(GE: Physical and Biological Sciences)
Developmental Psychology (PSYC 141)	(GE: Social Behavioral Sciences)
Microbiology/Lab (BIOL 336)	(GE: Elective)
Intro to Sociology (SOC201)	(GE: Social Behavioral Science)
Ethical & Spiritual Decision Making in Healthcare (NURS200)	(GE: Humanities)

**Nursing Core**

Nutrition (BIOL161 Nutrition or BIOL261 Clinical Nutrition for Nursing)	3
Introduction to Professional Nursing (NURS201)	3
Nursing and Mental Health Theory (NURS310)	3
Nursing and Mental Health Clinical Lab (NURS310P)	1
Health Assessment Theory (NURS322)	4
Health Assessment Skills Lab (NURS322P)	1
Pharmacology (NURS341)	3
Pathophysiology (BIOL345)	3
Nursing Fundamentals Theory (NURS361)	3
Nursing Fundamentals Clinical Lab (NURS361P)	1
Adult Health I Theory (NURS362)	6
Adult Health I Clinical Lab (Geriatrics Integrated) (NURS362P)	6
Nursing Care in Childbearing; Maternal, and Newborn (NURS368)	3
Nursing Care in Childbearing; Maternal, and Newborn Clinical Lab (Obstetrics) (NURS368P)	1
Nursing Care in Childrearing; Children and Adolescents (NURS369)	3
Nursing Care in Childrearing; Children and Adolescents Clinical Lab (Pediatrics) (NURS369P)	1
Faithful Leading in Professional Nursing: Theory (NURS450)	2
Faithful Leading in Professional Nursing Clinical Lab (NURS450P)	3
Adult Health II Theory (NURS464)	5
Adult Health II Clinical Lab (Geriatrics Integrated) (NURS464P)	4
Nursing Care of Communities and Public Health: Theory (Leads to Certificate in course description) (NURS468)	2
Nursing Care of Communities and Public Health: Clinical Lab (NURS468P)	2
Nursing Research and Information Systems (NURS490)	3
Nursing Capstone: Theory and Clinical (NURS498)	3
Total Core Units.....	.69

## Healthcare Professional/Educational Transfer Information

Transfer nursing students, registered nurses (ASN), licensed vocational nurses (see below) and other applicants (military - see below) with health profession backgrounds will be individually assessed for transfer/challenge policies in addition to the exceptions stated below.

### LVN/LPN Proficiency Testing Option

Jessup University provides qualified LPN/LVN students with an opportunity to earn up to seven (7) credits in the BSN program through proficiency testing. Eligible applicants must be admitted to the BSN degree program before applying for LPN/LVN advance standing. They must meet the following criteria: Maintenance of an active unencumbered LPN/LVN license from a jurisdiction recognized by the National Council of State Boards of Nursing (NCSBN), employed as an LPN/LPN within the last twelve months, and all other admission requirements of the program. To earn proficiency credits for NURS361 and NURS361P, students must successfully complete the Nursing Fundamentals standardized assessment and the nursing skills validation. Students must take the assessment test to qualify for the skills assessment. Both competencies must be passed to receive credit for NURS361 and NURS361P. To earn proficiency credits for PSYC141, students must successfully complete the Lifespan Development proficiency exam.

Students interested in proficiency option testing should contact their student success coach immediately upon admission for more details.

The LVN 30-unit option, non-degree applicant is required to:

- Submit an official high school transcript with documentation of graduation or GED certificate.
- Submit official transcripts with documentation of completion from LVN program.
- Submit a copy of current California LVN license.
- Submit all department and clinical agency documents, including but not limited to, a criminal background check, drug screening, CPR for healthcare professionals, physical examination and immunizations and a valid California driver's license.
- Submit an academic and work experience portfolio. Applicant will be given credit for previous successful completion required courses at another accredited institution. Additional prerequisites may be required and are determined on an individual basis.
- Be subject to writing, theory, skills and math testing and additional faculty costs for indicated remediation.
- Intention for the 30-unit, non-degree option must be declared at the time of application and acceptance is limited to space available.

### LVN to NCLEX Non-Degree Option Courses

Course Name	Units
BIOL245 Physiology	3
BIOL245L Physiology Lab	1
BIOL336 Microbiology	3
BIOL336L Microbiology Lab	1
NURS464 Adult Health II Theory	5
NURS464P Adult Health II Clinical Lab (Geriatrics Integrated)	4
NURS361 Nursing Fundamentals Theory	3
NURS361P Nursing Fundamentals Clinical Lab	1
NURS450 Faithful Leading in Nursing: Theory and Clinical	5
NURS498 Nursing Capstone: Theory and Clinical	3
Total units= 29*	29

\*30 units are not required in the 30-unit option

Please contact the BSN Program director for any questions about the application or program.

Residency requirements, if applicable:

- The standard WJU residency requirements apply to the BSN Program (36 semester units at the upper division level).

Clinical Requirements: Must be completed upon acceptance to the BSN Program and prior to start of spring clinical nursing courses

- Proof of identification (Current Passport, Drivers License, Real ID, Military ID)

Clearances:

- Background Check/Live Scan
- Health Clearance (Immunizations)
- Drug Testing
- CPR Certification
- Proof of health insurance
- Reliable form of transportation with proof of motor vehicle insurance

Prerequisite requirements:

- Prerequisite courses must be passed with a B or better. Students receiving a C+ or below must repeat the course to attain a B- or above.

Program requirements:

- Nursing courses must have a minimum of a C grade to successfully complete the program.

### **Military Personnel (Veterans)**

#### **Military Education and Experience — Evaluation/Challenge Process**

United States (US) Veterans with military education and experience planning to enroll into nursing courses must first be accepted by and fulfill all matriculation requirements of Jessup University. The Department of Nursing should be contacted at the time of application to the University. All university requirements must be met for graduation.

Eligible Criteria:

- Be a veteran of the United States military (honorably discharged and provide a DD form 214 “Certificate of Release or Discharge from Active Duty” showing proof of healthcare specialist rating) as referenced in the Jessup Academic Catalog or
- Be serving in active duty status with the United States military and provide proof of healthcare specialist rating or
- Be classified with a healthcare specialist rating (i.e., Navy HM, AF 4NOX1, Army 68W) while serving in the military
- Submit proof of a minimum of 2 years or equivalent experience as a healthcare specialist or comparable role within the past 3 years

A separate application is made to the nursing department. Applicants must complete all pre-clinical nursing requirements and be accepted into the BSN Program, meeting the same eligibility requirements as other applicants. Placement into clinical nursing is on a space available basis.

All applicants must have a minimum cumulative grade point average of 3.0 for all college-level courses taken.

All required non-nursing prerequisites as outlined in the four-year curriculum map for nursing, should be completed before entering clinical nursing courses. Transfer credit for non-nursing courses will be granted by the Registrar's Office as indicated in the university catalog.

Generic military credit is not given. If admitted to the BSN Program, veterans may submit a portfolio to demonstrate theoretical and clinical learning, and work experience. The portfolio will be the basis of determining challenge eligibility.

The portfolio will include the following:

- Documentation of Military Health Care Occupation (Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army HealthCare Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOXIC) with an honorable discharge
- Official military transcript with ACE recommendations
- Copy of any licenses or certifications
- Two references: One from a commanding officer and one work recommendation from an immediate supervisor who has worked with the applicant for at least 5 months.
- Educational and work resume of accomplishments outside of the military

Per university policy, a minimum of 30 credits must be taken at Jessup with at least 15 credits of upper division courses in the major field. The challenge student will be evaluated and provided personalized course advisement on how to complete requirements unique to Jessup such as ENGL 101A English Composition and transition into the BSN role.

Military Corpsmen will usually be eligible for a challenge option of NURS 361 Nursing Fundamentals Theory, and NURS 361P Nursing Fundamentals Clinical Lab.

- NURS 361 Nursing Fundamentals Theory will be challenged through a written test. Upon challenge confirmation students will be given course materials (syllabus, content outline, bibliography/textbook list).
- NURS 361P Nursing Fundamentals Clinical Skills Lab challenge will require the validation of skills included in the NURS 361P course curriculum.
- To earn proficiency credit, students must pass the written exam before being allowed to schedule validation of clinical skills with the instructor. Students must pass both parts of the challenge process to earn proficiency credits.

The Advanced Army Medic, Independent Duty Corpsman, or Advanced Air Force Medic may be eligible for additional challenge credit to be arranged on an individual basis.

The cost of the Evaluation/Challenge Process will be \$350.

# Political Science

## Bachelor of Arts

Available on Campus in Rocklin, CA

The Political Science degree program is designed to develop students' knowledge and skills for service and leadership in public sector careers at the local, national, and international levels or for graduate studies in related fields. The Political Science major will provide students with a biblical and theoretical foundation in Political Science through course work in ethical, philosophical, historical, governmental, procedural, and managerial principles. The program will build on this foundation by offering direct experiences through seminars, internships, and events to develop practical skills and understanding for policymaking.

Students who graduate with a Political Science major will demonstrate the ability to:

- Understand biblical and ethical principles and standards and apply them to Political Science issues and institutions.
- Appreciate the significance of civil society and actively engage in civic participation.
- Develop critical thinking, problem-solving, and management skills for policymaking and public administration.
- Recognize and interrelate political structures, participants, and principles for policymaking and implementation.
- Acquire and apply knowledge of American and comparative history and government to current events, issues, and institutions.
- Acquire and apply knowledge of constitutional and international principles and organizations for governance, civic participation, and civil and human rights.
- Identify and utilize effective and principled methods and approaches to political process, policy research and analysis, and public administration.
- Integrate political knowledge and policy principles to practical public sector fields such as communications and media, criminal justice, economics and management, government and politics, and law and policy.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	8 units
Political Science Major	54 units
<b>Degree Total</b>	<b>120 units.</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Speech (COMM180) or Interpersonal Processes (PSYC222)

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- American History (HIST291)
- History Elective (3 Units)*

#### **Fine Arts: 3 units**

*Some majors have specific requirements*

#### **Humanities: 3 units**

- Introduction to Philosophy (PHIL271)

#### **Social and Behavioral Science (Non-History): 3 units**

- Macroeconomics (BUS240)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

- Microeconomics (BUS241)

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

- Christian Perspective (PHIL452)

#### **General Education Electives: 8 units**

**Political Science Major**

The following courses are part of the requirement for this major and are *recommended* to fulfill General Education requirements or must be taken as part of a student’s major elective choices. See Foundational Studies above.

Macroeconomics (BUS240)	3 (GE: Social and Behavioral Science)
Microeconomics (BUS241)	3 (GE: Social and Behavioral Science)
Speech (COMM180) or Interpersonal Processes (PSYC222)	3 (GE: Communication)
American History (HIST291) <i>required</i>	3 (GE: Social and Behavioral Science)
Introduction to Philosophy (PHIL271)	3 (GE: Arts and Humanities)

**Political Science Core**

American Government (PPOL111)	3
Political Theory and Philosophy (PPOL201)	3
Political Process (PPOL221)	3
Public Administration I (PPOL253)	3
Ethics in Public Policy (PPOL304)	3
State and Local Government (PPOL324)	3
Political Economy (PPOL341)	3
Public Administration II (PPOL353)	3
American Foreign Policy (PPOL365)	3
Constitution and Civil Rights (PPOL361)	3
International Relations and Human Rights (PPOL463)	3
Public Policy Internship (PPOL475)	3
Political Research and Policy Analysis (PPOL491)	3
Senior Seminar: Leadership and Service (PPOL498)	3
Total Core Units .....	42

**Political Science Concentrations**

*Students must choose a concentration listed below*

**General Concentration (12 units)**

*Choose nine units of electives from any of the Political Science concentrations; at least 3 units must be 300-level or above.*

**Government and Politics (12 units)**

*Choose four courses from the following:*

- Legislative Process (PPOL321) (3 units)
- American Presidency (PPOL328) (3 units)
- Campaign Organizing (PPOL329) (3 units)
- Law and Social Policy (PPOL363) (3 units)
- International Conflict and Conflict Resolution (PPOL464) (3 units)
- Global Advocacy and Diplomacy (PPOL465) (3 units)
- Violence and Terrorism (CJUS440) (3 units)
- First Amendment (PPOL470) (3 units)
- American Literature to 1865 (ENGL231) *or* American Literature 1865 to Present (ENGL232) (3 units)
- Christianity and Islam in Conflict (HIST372) (3 units)
- California History (HIST481) (3 units)
- World Religions (ICS320OL) (3 units)
- Comparative Government and Politics (PPOL325) (3 units)

**Criminal Justice (12 units)**

*Choose four courses from the following; at least 3 units should be 300-level or above.*

- Introduction to Criminal Justice (CJUS100) (3 units)
- Corrections (CJUS101) (3 units)
- Introduction to Criminal Law (CJUS230) (3 units)
- Criminology (CJUS300) (3 units)
- Forensics (CJUS310) (3 units)
- Police and Society (CJUS320) (3 units)
- Violence and Terrorism (CJUS440) (3 units)
- Crime Prevention Strategies (CJUS301) (3 units)
- Procedural Justice and Implicit Bias (CJUS420) (3 units)
- Laws of Arrest, Search, and Seizure (CJUS231) (3 units)

**Pre-Law (12 units)**

*Choose four courses from the following:*

- Business Law (BUS260)



Introduction to Criminal Law (CJUS230)  
Law and Social Policy (PPOL363)  
Police and Society (CJUS320)  
Administrative Law (PPOL466)  
First Amendment (PPOL470)  
Environmental Law and Policy (ESCI360)

# Psychology Bachelor of Arts

Available on Campus in Rocklin, CA and Online

# Psychology Bachelor of Science

Available on Campus in Portland, OR and Online

Per Oregon regulations, students in Portland, OR and Oregon Residents Online receive a BS

*Pending Approval for Veterans Education Benefits in Portland, OR and Oregon BS Online. Check website for current status.*

The mission of the psychology program is to provide a foundation as students develop their capacities for work in the helping professions in both secular and sacred settings. The psychology degree prepares students for the soul care dimensions of work with individuals and families.

The program equips individuals with critical thinking skills that are scripturally based and methods that are culturally relevant and clinically sound. For some, the major will provide foundational studies in preparation for graduate school in the helping professions. Graduates who seek advanced education typically choose advanced studies in psychology, counseling, or social work. Others will apply this degree to work within mental health settings immediately after graduation and/or utilize the relational skills gained in this program in a wide range of careers, including business, human services, and ministry.

Leaders in the psychology department value the development of a Christian worldview in all graduates, academic excellence in teaching and learning, and continuous transformation toward wholeness in both the professors and the students.

In order to accomplish the program mission, the faculty is committed to:

- Offering a curriculum that reflects the importance of responsible integration considering the wisdom available in both special and general revelation.
- Exposing students to relevant theoretical frameworks that provide clarity and guidance for understanding the human condition.
- Mentoring students in the development of skills that are considered state of the art in the application of both a psychological and theological knowledge base.
- Challenging students toward personal wholeness, relationally, psychologically, and spiritually.
- Assisting students as they find direction for their personal and professional lives.
- Motivating students toward a life of service.

A graduate with a psychology degree will demonstrate

- Integration and application of Christian faith with the study of psychology
- Foundational knowledge in the broad areas of study within psychology, including: human growth and development, interpersonal skills, personality theory, biopsychology, human relationships, human sexuality, psychopathology, human sensation and perception, human motivation/learning, research methods and statistics, and legal and ethical issues in the helping professions.
- Utilization of critical thinking skills to resolve issues related to behavioral, mental, and/or ethical processes.
- Respect for the diversity of human behavior and experience.
- Skillful communication with individuals and groups.
- Personal growth emerging from the study in the major.

*The Bachelor of Arts in Psychology program is also offered online with a concentration in General Psychology.*

## Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	9 units
Psychology Major	53 units
<b>Degree total</b>	<b>120 units</b>

## Foundational Studies & Electives

### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree and Online BA/BS PSYC majors will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

### **Communication: 9 units**

- English Composition (ENGL101A)

English Composition (ENGL101B)  
Interpersonal Processes (PSYC222)

**Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

**History: 6 units**

HIST231 or 232 or 291 (3 units)  
History 100-499 (3 units)

**Fine Arts: 3 units**

*Some majors have specific requirements*

**Humanities: 3 units**

*Some majors have specific requirements*

**Social and Behavioral Science (Non-History): 3 units**

Introduction to Psychology (PSYC100)

**Fine Arts or Humanities or Social Behavioral Science: 3 units**

Developmental Psychology (PSYC141)

**Physical and Biological Sciences: 7 units**

Principles of Biology I with Lab (BIOL101/BIOL101L) or Human Anatomy with Lab (BIOL225/BIOL225L) or  
Human Physiology with Lab (BIOL246/BIOL246L)

And one course from Physical Science category

**Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

**General Education Electives: 9 units**

**Psychology Major**

The following courses are part of the requirement for this major and are recommended to fulfill General Education requirements or must be taken as part of a student's major elective choices. See Foundational Studies above.

Introduction to Psychology (PSYC100)	3 (GE: Social and Behavioral Science)
Developmental Psychology (PSYC141)	3 (GE: Social and Behavioral Science)
Interpersonal Processes (PSYC222)	3 (GE: Communication)
Principles of Biology I with Lab (BIOL101/BIOL101L) <u>or</u> Human Anatomy with Lab (BIOL225/BIOL225L) <u>or</u> Human Physiology with Lab (BIOL246/BIOL246L)	4-5 (GE: Physical and Biological Sciences)

**Psychology Core**

Psychology and Christian Thought (PSYC102)	3
Psychology of Relationships (PSYC230)	3
Personality Theory (PSYC300)	3
Cross-Cultural Psychology (PSYC332)	3
Human Sexuality (PSYC333)	3
Abnormal Psychology (PSYC351)	3
Research Statistics for the Social Sciences (PSYC290)	3
Research Methods in the Social Sciences (PSYC392)	3
Cognitive Psychology (PSYC410)	3
Biopsychology (PSYC452)	4
*Field Work in Psychology I and II (PSYC475a and 475b)	4
Applied Integration Capstone (PSYC498)	3
Psychology Electives <i>(Other department courses with faculty mentor approval)</i>	15
Total Core Units .....	53

# Theatre

## Bachelor of Arts

Available on Campus in Rocklin, CA

Jessup's BA in Theatre is an immersive, pre-professional training ground for theatre practitioners. The Bachelor of Arts in Theatre offers specializations in Acting, Musical Theatre, Theatre Design and Technology, and Theatre Management. From backstage to onstage, you will learn how to create theatre from concept to performance in a department valuing a hands-on, entrepreneurial approach to theatrical storytelling. The mission of the BA in Theatre program is to produce students who are highly employable theatre artists, Christian leaders, entrepreneurs, and skilled craftsmen who are capable of vast, positive, influence in the arts, media, and entertainment. Jessup Theatre is a four-year training ground preparing you to make a unique contribution to the art form. Join the program that patrons are calling "the most irresistible experience in theatre from Tahoe to San Francisco."

A graduate with the BA in Theatre will have:

- Developed and articulated an informed theological aesthetic and possess the ability to apply it to theatrical practice.
- An increased knowledge of the history of theatre.
- The ability to effectively analyze the theatre text from an informed artistic sensibility as viewed through the lens of a Judeo-Christian worldview.
- Cultivated technical skill sets for theatrical performance, production, and management.
- Demonstrated proficient strategy and skill in engaging the professional theatrical community.

### Degree Requirements

Foundational Studies and Bible Minor	58 units
General Education Free Electives	9 units
Theatre Major	53 units
<b>Degree Total</b>	<b>120 units</b>

### Foundational Studies & Electives

#### **Biblical Studies: 18 units**

All programs at Jessup are based upon an 18-unit minor in Bible and Theology, which include the following core courses:

- Old Testament Literature and Interpretation (BIBL105)
- New Testament Literature and Interpretation (BIBL106)
- Gospel Worldview for Freshman THEO152 (*THEO352 for Transfer Students*)
- Upper Division Theology Elective
- Bible electives (6 Units)

*\*\*Non-ministry major students who transfer in 60 units or more toward degree will take nine units of biblical studies: BIBL105, BIBL106, and THEO152 (or THEO352 for transfer students) or may elect to finish the 18-unit bible minor.*

#### **Communication: 9 units**

- English Composition (ENGL101A)
- English Composition (ENGL101B)
- Communication elective; *some are major specific*

#### **Mathematics and Quantitative Reasoning: 3 units**

Must meet Jessup MATH100 or above; *some are major specific*

#### **History: 6 units**

- HIST231 or 232 or 291 (3 units)
- History 100-499 (3 units)

#### **Fine Arts: 3 Units**

Theatre History I: Greeks to the Restoration (THE241)

#### **Humanities: 3 units**

*Some majors have specific requirements*

#### **Social and Behavioral Science (Non-History): 3 units**

Personal Financial (BUS242)

#### **Fine Arts or Humanities or Social Behavioral Science: 3 units**

Theatre History II: The Restoration to the Contemporary (THE242)

#### **Physical and Biological Sciences: 7 units**

Minimum of two courses (one biological and one physical) along with one lab; *some are major specific*

#### **Integrative Capstone: 3 units**

Christian Perspective (PHIL452)

#### **General Education Electives: 9 units**

### Theatre Major

The following courses are required and recommended to fulfill general education requirements or as part of a student's elective choices. See Foundational Studies above.

Theatre History I: Greeks to the Restoration (THE241)	3 (GE: Arts and Humanities)
Theatre History II: The Restoration to the Contemporary (THE242)	3 (GE: Arts and Humanities)
Personal Financial (BUS242)	3 (GE: Social and Behavioral Science)

## Theatre Core

The Creative Christian (THE101)	3
Introduction to the Theatre (THE105)	3
Introduction to Technical Theatre (THE106)	3
Acting I – Fundamentals (THE160a)	3
Practicum (THE172)	4
Voice and Diction (THE250) <u>or</u> Two-Dimensional Design* (ART151)	3
Text Analysis (THE345)	3
Professional Preparation in Performance, Production, or Management (THE498a, b, or c)	4
Professional Experience (THE475) <u>or</u> Senior Project in Theatre (THE477)	3
Total Core Units .....	29

\*Only for Design/Tech Concentrations

## Theatre Specializations

Students must choose a Specialization listed below

### Acting

The acting track will prepare students to engage the professional world of theatre as actors. The rigorous acting training takes students through four levels of acting starting with a foundation in the Meisner approach and including screen acting and Shakespeare. Students will also strengthen and hone skills in areas such as movement, voice and diction, text analysis, theatre history - all required for success in the theatre profession. Add to that a plethora of electives such as improvisation, stage combat, social dance, and musical theatre workshop, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

#### Acting (24 units)

- Movement for the Stage (THE230) (3 units)
- Musical Theatre Dance (THE334) (3 units)
- Acting II – Realism (THE260) (3 units)
- Acting III – Shakespeare (THE360) (3 units)
- Acting IV – Screen Acting (THE460) (3 units)
- Directing for the Stage (THE468) (3 units)
- Theatre electives (*at least 5 units must be 300-level or above*) (6 units)

### Theatre Design and Technology

The theatre design and technology track will prepare students to engage the professional world of theatre as members of the production creative team. The rigorous and breadth and depth of training will allow students to strengthen and hone skills in areas such set design, costume design, lighting design, stage management and directing to name a few. Each semester, students will have opportunities to work alongside seasoned professional designers or stage managers to give the students real experience in creating the world of the play from the very beginning to opening night. Add to that a plethora of electives in both backstage and onstage studies such as the history of costumes, sound design, color theory, improvisation, stage combat, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

#### Theatre Design and Technology (24 units)

- Stage Management (THE217) (3 units)
- Lighting Design (THE311) (3 units)
- Set Design (THE313) (3 units)
- Costume Design (THE315) (3 units)
- Directing for the Stage (THE468) (3 units)
- Theatre electives (*at least 6 units must be 300-level or above*) (9 units)

### Theatre Management

The theatre management track will prepare students to engage the professional world of theatre as entrepreneurs and initiators of great artistry. The rigorous and breadth and depth of training is a unique blend of Jessup University Business Courses such as non-profit management, legal implications, and project management as well as courses in design and theatre such as Acting I, Text Analysis, and Theatre History. Each semester, students will have opportunities to work alongside the producer and directors of our professional-caliber theatrical performances, creating the audience experience as well as designing and executing Jessup's own unique "pre-show" experience. Add to that a plethora of electives in both backstage and onstage studies such as improvisation, stage combat, directing, acting coursework, design coursework, as well as courses in professional preparation. You can be sure our students graduate ready to shape the future of the American and global theatre.

#### Theatre Management (24 units)

- Web Design and Presence (ART335) (3 units)
- Business Law (BUS260) (3 units)
- Marketing (BUS320) (3 units)
- Nonprofit Leadership (LDRS360) (3 units)
- Project Management (BUS351) (3 units)
- Theatre electives (*at least 6 units must be 300-level or above*) (9 units)

## **Musical Theatre**

The Musical Theatre track is an “audition only” track and will prepare students to engage the professional world of both theatre and musical theatre as actor, singers, and movers/dancers. The rigorous training takes students through four levels of acting starting with a foundation in the Meisner approach and including screen acting and Shakespeare. Students will also strengthen and hone skills in areas such as ballet, jazz, tap, movement for the stage, voice and diction, musical theatre workshop, text analysis, theatre history, - all required for success in the theatre profession. Add to that, every student gets multiple opportunities in both non-musical productions as well as musical productions in our yearly performance calendar. You can be sure our students graduate ready to shape the future of the American and global theatre.

### **Musical Theatre (24 units)**

*Must audition to be accepted into this concentration; if not accepted, will be placed in acting concentration*

Acting II – Realism (THE260) (3 units)

Ballet (THE331) (2 units)

Jazz (THE332) (2 units)

Tap (THE333) (2 units)

Musical Theatre Dance (THE334) *or* Swing and Social Dance (THE335) (2 units)

Acting III – Shakespeare (THE360) (3 units)

Musical Theatre Workshop (THE365) (3 units)

Acting IV – Screen Acting (THE460) (3 units)

Applied Voice (MUS100-400) (4 units)

## **PRODUCTION OPPORTUNITIES**

4 productions per year:

- 2 mainstage productions (at least 1 musical)
- 2 faculty/guest directed black-box productions
- Senior Showcase
- Student Showcase

## Air Force Reserve Officer Training Corps (AFROTC)

Available with the Rocklin, CA Campus Programs

Through arrangements with California State University, Sacramento, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program when enrolled as a full-time student at Jessup University. All Aerospace Studies classes and AFROTC training are conducted at the CSUS campus.

The Department of Aerospace Studies offers four-, three-, and two-year academic and training programs towards a commission in the United States Air Force. The programs are designed to develop officers who have a broad understanding and high growth potential. Cadets participate in dialogues, problem solving, and other planning activities designed to develop leaders and managers. These goals are achieved through formal academic classes, physical fitness training, and Leadership Laboratory—a two-hour weekly practical military training session. Qualified undergraduate or graduate students may apply for AFROTC. The program accepts students from most of the local two- and four-year community colleges and universities. Contact the department for information on open enrollment procedures for non-Jessup students.

As one of the prerequisites for commissioning, each cadet must attend either a four-week or extended field training encampment. This training is conducted at an Air Force base during the summer, normally between a cadet's sophomore and junior years. Field training emphasizes military orientation, academics, physical fitness training, leadership exercises, teamwork, job specialty briefings, military drill, and ceremonies.

Upon completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as second lieutenants and serve a minimum of four years in the Air Force. Graduate students are eligible for an Air Force commission upon successful completion of the AFROTC program even if they have not completed their graduate degree. AFROTC students may compete to be selected and enter pilot or navigator training after commissioning. Pilot and navigator training are highly selective career fields, and the competition is intense. Other commissionees go on active duty in specialties consistent with their academic majors, their desires, and the needs of the Air Force. Commissionees may request a delay from entry on active duty to continue their education, or they may apply for Air Force-sponsored graduate study to begin immediately upon entering on active duty service.

AFROTC offers scholarships to qualified students. The competition for these scholarships is highly competitive. Scholarships usually provide for tuition, books, lab and incidental fees, and a tax-free monthly stipend of \$300 for freshmen cadets, \$350 for sophomore cadets, \$450 for junior cadets, and \$500 for senior cadets.

Except for scholarship recipients, students are under no obligation to the Air Force until after they successfully pass field training and then sign a contract with the Air Force. After "contracting" with the Air Force, each non-scholarship cadet receives a monthly stipend of \$400 for junior cadets and \$500 for senior cadets. The semester of graduation and commissioning, cadets are assigned an Air Force specialty code identifying their future job in the Air Force.

For more information, please contact AFROTC Detachment 088 at CSUS at 336-312-6264 or [goldbar088@afrotcadmissions.com](mailto:goldbar088@afrotcadmissions.com). You can also access the website at <https://www.csus.edu/academic-affairs/air-force-rotc/>.

# Traditional Undergraduate Associate Degree Programs

## Aviation

### Associate of Science

*Currently not approved for Veterans Education Benefits*

Available on Campus in Rocklin, CA

The AS in Aviation degree is designed to produce highly-skilled, industry-ready, principled professionals for the field of aviation. Its purpose is to educate and equip “ACE” (adept, certified, and ethical) pilots who are willing and able to positively contribute to the field of aviation and society. Thus, aviation students will graduate with an in-depth knowledge of aviation operations, aerodynamics, laws, regulations, security, meteorology, and airline management issues and practices, both from a domestic and international perspective. Moreover, students will obtain a solid liberal arts education in subjects such as English, history, science and mathematics. Finally, students will deepen their faith via biblical studies as they prepare for successful careers as professional pilots. The program is 60 semester units and can be completed in just under two years.

A graduate of the aviation program will be able to:

- Make ethical, aviation-specific decisions as an industry professional.
- Communicate and collaborate effectively in a multi-disciplinary and diverse team environment.
- Analyze and apply relevant knowledge in mathematics, science, and applied science to the field of aviation.
- Demonstrate a professional level of proficiency with the flight skills, crew multi-tasking, cockpit resource management techniques, risk management, and technologies necessary to safely and effectively conduct flight operations.
- Assess and operate in both a national and international aviation environment.

***Students must show proof of US Citizenship (Passport or Birth Certificate) or if not a US Citizen, must receive clearance from TSA to receive flight training.***

The following courses are required for the Associate of Science in Aviation:

Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Speech (COMM180)	3
Intercultural Communication (ICS310)	3
Meteorology for Aviation (ESCI133)	3
Pre-Calculus (MATH102)	4
History Course	3
Management and Organizational Behavior (BUS140)	3
Gospel Worldview Praxis (THEO352)	3
General education free electives	10
Instrument Ground (AVIA230)	3
Instrument Flight Lab (AVIA240)	2
Commercial Pilot Cert. Ground (AVIA330)	2
Commercial Pilot Cert. Lab (AVIA340A)	1
Commercial Pilot Cert. Lab (AVIA340B)	1
Commercial Pilot Cert. Lab (AVIA340C)	1
<u>Aviation Electives</u>	6
<i>Aviation Safety (AVIA101)</i>	
<i>Aerodynamics (AVIA310)</i>	
<i>Aviation Safety (AVIA101)</i>	
<i>Intro to Air Traffic Control and Airspace (AVIA102)</i>	
<i>Introduction to Aviation (AVIA200)</i>	
<i>CRM (Crew Resource Management) (AVIA201)</i>	
<i>Basic Aircraft Systems (AVIA210)</i>	
<i>Aviation Human Factors (AVIA300)</i>	
<i>Aerodynamics (AVIA310)</i>	
<i>Gas Turbine Engines (AVIA312)</i>	
<i>Multi Engine Rating Ground (AVIA331)</i>	
<i>Multi Engine Rating Lab (AVIA341)</i>	
<i>Advanced Avionic Systems (AVIA411)</i>	

Total Units ..... 60



# Bible

## Associate of Arts

Available on Campus in Rocklin, CA and Online

This two-year degree program is intended either for students who may transfer to a liberal arts college to seek a major not offered at Jessup or for students who want a well-rounded education that balances Bible, ministry, and foundational studies.

Students who complete this program will have gained a strong foundation for lifelong autonomous learning and the skills and broad worldview needed for effective service and leadership, both in the church and in an increasingly multicultural society. Furthermore, these students will demonstrate:

- An ability to communicate the Word of God.
- An understanding of the world and its history.
- A basic understanding of the general themes of the Bible and biblical history.
- An understanding of the church revealed in scripture and several basic principles of New Testament Christianity.

The following courses are required for the Associate of Arts in Bible:

English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Lab Science	4
Fine Arts Elective	3
History Elective	3
History Elective	3
Developmental Psychology (PSYC141)	3
Intercultural Studies Elective (ICS 100-499)	3
Gospel Worldview for Freshmen series (THEO152 <b>or</b> Gospel Worldview Praxis (THEO 352)*)	3
General Education - Free Electives	6
Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
Hermeneutics (BIBL349)	3
Romans (NT308)	3
Christian Perspective (PHIL452)	3
Bible electives	12
<i>Must include at least one course each in New Testament, Old Testament, and theology</i>	
Total Units .....	61

Transfer students are limited to the 50% transfer rule, limiting total transferable units toward the AA to 30 units.

# General Studies

## Associate of Arts

Available on Campus in Rocklin, CA and Online

Students who complete the Associate of Arts in General Studies program will be able to:

1. Articulate a Christian worldview.
2. Utilize systematic inquiry in mathematics, scientific thought, and the critical analysis of data and argument.
3. Demonstrate competence and effectiveness in written expression and oral communication.
4. Express an informed sensitivity to the variety of human experience through the study of human culture, society, history, and behavior.
5. Demonstrate a perceptive appreciation of visual and performance art, music, literature, or poetry.

The following courses are required for the Associate of Arts in General Studies:

English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
Communication Elective	3
Survey of Mathematics (MATH100) <i>or above</i>	3
American History (HIST291) or American Government (PPOL111)	3
Fine Arts Elective	3
Humanities Elective	3
History Elective	3
Social Behavioral Elective (2 separate disciplines) <i>(not history)</i>	6
Physical & Biological Science & Lab <i>(one physical science, one biological science, one of these courses must have a lab)</i>	7
Career Exploration for Freshman & Sophomores (CAPS175)	1
Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
Gospel Worldview for Freshman THEO152 <i>(THEO352 for Transfer Students)</i>	3
Electives	13
Total Units .....	60

Transfer students are limited to the 50% transfer rule, limiting total transferable units toward the AA to 30 units.

Students planning to continue and finish a bachelor's degree are encourage to review those requirements and choose classes that meet those prerequisites and degree requirements. Please talk with your Success Coach.

# Ministry

## Associate of Arts

Available on Campus in Rocklin, CA and Online

This two-year degree program is designed to provide graduates with a basic biblical knowledge and specific practical skills to serve as volunteer workers in the church. Students who complete this program will have gained a strong foundation for lifelong autonomous learning, and the skills and broad worldview needed for effective service and leadership, both in the church and in an increasingly multicultural society. Furthermore, these students will demonstrate:

- An ability to communicate the Word of God.
- An understanding of the world and its history.
- A basic understanding of the general themes of the Bible and biblical history.
- An understanding of the church revealed in scripture and several basic principles of New Testament Christianity.
- A practical knowledge of either family and children’s ministry, intercultural studies, pastoral ministry, or youth ministry.

The following courses are required for the Associate of Arts in Ministry:

English Composition I (ENGL101A)	3
English Composition II (ENGL101B)	3
History Electives	6
Gospel Worldview for Freshmen series (THEO152 <u>or</u> Gospel Worldview Praxis (THEO 352)*)	3
Fine Arts Electives	3
Developmental Psychology (PSYC141)	3
Intercultural Studies Elective (ICS 100-499)	3
General Education - Electives	3
Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
Hermeneutics (BIBL349)	3
Romans (NT308)	3
Bible Electives	9
<i>Must include at least one course each in New Testament, Old Testament, and theology</i>	
Ministry Concentration: Pastoral Ministry, or Youth Ministry	12
Total Units .....	60

Transfer students are limited to the 50% transfer rule, limiting total transferable units toward the AA to 30 units.

## Traditional Undergraduate Academic Minors

In addition to a selected major, students may elect to complete a minor. Please note that no more than one-half of a minor may come from units applied toward a student's major requirements or as transfer units, and none of the courses may overlap with general education requirements. They may, however, overlap with the general electives and free electives.

### Bible and Theology Minor

*Available on Rocklin and Portland Campuses and Online*

Old Testament Literature and Interpretation (BIBL105)	3
New Testament Literature and Interpretation (BIBL106)	3
Gospel Worldview for Freshmen (THEO152)	
OR Gospel Worldview Praxis (THEO352)	3
Upper Division Theology Elective	3
Bible electives	6
Total Units .....	18

### Business Administration Minor

*Available on Rocklin and Portland Campuses and Online*

Management and Organizational Behavior (BUS140)	3
Management Information Systems (BUS210)	3
Fundamentals of Accounting (ACCT247)	3
Business Law (BUS260)	3
Marketing (BUS320)	3
Financial Management (BUS342)	3
Operations Management (BUS381)	3
Total Units .....	21

### Chemistry Minor

*Available on Rocklin Campus*

General Chemistry I w/Lab (CHEM 110/L)	4
General Chemistry II w/Lab (CHEM 111/L)	4
Intro to Organic & Bio Chemistry w/Lab (CHEM 106/L) <u>or</u> Organic Chemistry I w/Lab (CHEM 210/L)	5
<i>Chemistry Electives (Choose Two):</i>	9-10
Organic Chemistry II w/Lab (CHEM 310/L) <i>(requires CHEM210/L)</i>	
Principles and Methods of Biochemistry w/Lab (CHEM320/L)	
Environmental Chemistry w/Lab (ESCI 320/L)	
Inorganic Chemistry w/Lab (CHEM 350/L)	
Total Units .....	22-23

### Computer Science Minor

*Available on Rocklin Campus and Online*

Programming 1 (CSCI151)	3
Programming 2 (CSCI 251)	3
Data Structures & Algorithms (CSCI 361)	3
One 300-Level CSCI Elective	3
One 400-Level CSCI Elective	3
Calculus II (MATH 141)	4
Total Units .....	19

## Computer Science - Data Science Emphasis Minor

Available on Rocklin Campus and Online

Programming 1 (CSCI151)	3
Programming 2 (CSCI 251)	3
Database Systems (CSCI 480)	3
Data Science 1 (CSCI 365)	3
Data Science 2 (CSCI 465)	3
Statistics (MATH 120)	3
Total Units .....	18

## English Minor

Available on Rocklin Campus

Foundations of British Literature (ENGL220)	3
British Literature since 1800 (ENGL221)	3
American Literature to 1865 (ENGL231) <u>or</u> American Literature 1865 to Present (ENGL232)	3
Creative Writing (ENGL286) <u>or</u> Critical Analysis of Literature (ENGL360)	3
Shakespeare (ENGL320)	3
Upper division English electives	6
Total Units .....	21

## History Minor

Available on Rocklin Campus

American History (HIST291)	3
History and Archeology of Ancient Greece (HIST331)	
Or History and Archeology of Ancient Rome (HIST336)	3
The Early Church: Paul to Justinian (HIST310)	
Or History of Religion in America (HIST315)	3
California History (HIST481)	
Or Twentieth Century (HIST371)	3
History electives	6
Total Units .....	18

## Intercultural Studies Minor

Available on Rocklin Campus

Leading with a Mission (ICS103)	3
Cultural Anthropology (ICS202)	3
Nonprofit Leadership (LDRS360)	3
Intercultural Communication (ICS310)	3
World Religions (ICS320)	3
Leadership and Justice (LDRS399)	3
Total Units .....	18

## Kinesiology Minor

Available on Rocklin Campus

Foundations of Kinesiology (KINE101)	3
Exercise Testing and Rx with Lab (KINE325/KINE325L)	
<u>or</u> Exercise Leadership and Personal Training with Lab (KINE420)	4
Biomechanics with Lab (KINE345/KINE345L)	4
Exercise Physiology with Lab (KINE353/KINE353L)	4
Core Strength and Conditioning (PHED111)	1
Upper division kinesiology electives (consultation with advisor required)	6
Total Units .....	22

## Leadership Minor

Available on Rocklin and Portland Campuses and Online

Introduction to Leadership (LDRS 105)	3
Self-Leadership (LDRS 210)	3
Leading Others (LDRS 320)	3
Leading in Organizations (LDRS 342)	3

Innovation & Leadership (LDRS 470)	3
Leadership in Global Society (LDRS 430)	3
Total Units .....	18

## Mathematics Minor

Available on Rocklin Campus

Calculus I (MATH140)*	4
Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Introduction to Mathematical Proof (MATH301)	3
Two additional MATH courses, at least one of which is at the 300 level or higher. (Consult with the Mathematics department for recommendations.)	6-7
Total Units .....	20-21

\*Note that Calculus I (MATH140) fulfills the general education mathematics requirement.

## Mathematics Minor for CSCI Majors

Available on Rocklin Campus

Calculus II (MATH141)	4
Linear Algebra (MATH210)	3
Calculus III (MATH242)	4
Introduction to Mathematical Proof (MATH301)	3
Two additional MATH courses, at least one of which is at the 300 level or higher. (Consult with the Mathematics department for recommendations.)	6
Total Units .....	20

## Music Minor

Available on Rocklin Campus

Applied Music Lessons (MUS100-400)	4
Class Piano I (MUS190P)	1
Music Theory I (MUS272)	3
Music Theory II (MUS274)	3
Class Piano II (MUS290P)	1
Piano Proficiency Passed	P/F
Ear Training I (MUS301)	1
Ear Training II (MUS302)	1
Basic Conducting (MUS310)	2
Performance Ensemble	4
Music electives (Choose two from the following)	6
Western Music to 1750 (MUS340) (3)	
Western Music from 1750 (MUS341) (3)	
World Music (MUS367) (3)	
Total Units .....	26

## Psychology Minor

Available on Rocklin and Portland Campuses and Online

Psychology and Christian Thought (PSYC102)	3
Developmental Psychology (PSYC141)	3
Psychology of Relationships (PSYC230)	3
Personality Theory and Therapy (PSYC300)	3
Abnormal Psychology (PSYC351)	3
Biopsychology (PSYC452)	4
Total Units .....	19

## Political Science Minor

Available on Rocklin Campus

American History (HIST291)	3
American Government (PPOL111)	3
Political Theory and Philosophy (PPOL201)	3
Political Process (PPOL221)	3
Constitution and Civil Rights (PPOL361)	3

International Relations and Human Rights (PPOL463)	3
Political Science elective	3
Total Units .....	21

## Theatre Minor

*Available on Rocklin Campus*

The Creative Christian – Theatre (THE101)	3
Introduction to Technical Theatre (THE106)	3
Acting I (THE160b)	3
Practicum (THE172)	2
Theatre History I: From the Greeks to the Restoration (THE241) <u>or</u> Theatre History II: From the Restoration to the Contemporary (THE242) <u>or</u> Text Analysis (THE345)	3
Theatre electives ( <i>Choose three</i> )	9
Total Units .....	23

## Certificate Programs

### Continuing Education – ELK GROVE CAMPUS

#### Certificate in Church Leadership – Casa Latina

Continuing Education / Professional Development (*no college credit*)

Unidades de educación continua, no es para crédito

*Delivered in Spanish*

- El llamado del líder (The Call of the Leader) (LDRS1105)
- La vida espiritual del líder (The Spiritual Life of the Leader) (LDRS1332)
- La vida personal del líder (The Personal Life of the Leader) (LDRS1500)
- El líder y la comunicación (The Leader and Communication) (LDRS1521)
- El líder y el conflicto (The Leader and Conflict) (LDRS1561)
- El líder y los equipos (The Leader and Teams) (LDRS1320)

#### Certificate in Biblical Studies – Casa Latina

Continuing Education / Professional Development (*no college credit*)

Unidades de educación continua, no es para crédito

*Delivered in Spanish*

- La historia y estructura de la Biblia (BIBL1100)
- Los principios para la interpretación bíblica (BIBL1249)
- La interpretación del Antiguo Testamento: La ley y la narrativa (BIBL1240)
- La interpretación del Antiguo Testamento: La sabiduría y los profetas (BIBL1241)
- La interpretación del Nuevo Testamento: Los evangelios y las epístolas (BIBL1242)
- La teología de las Escrituras (THEO1100)

### Undergraduate Certificates – ONLINE

#### Certificate in Biblical Studies

Christian Foundations: Old Testament (BIBL101) or Old Testament Literature & Interpretation (BIBL105)	3
Christian Foundations: New Testament (BIBL104) or New Testament Literature & Interpretation (BIBL106)	3
Biblical Studies and/or Theology Electives ( <i>recommend one OT, one NT, one THEO</i> )	9
Total units for Certificate .....	15

#### Full Stack Certificate with Spiritual Formation Emphasis

Programming I (CSCI151)	3
Web Presence and Design (ART335)	3
Programming 2 (CSCI251)	3
C# (CSCI231)	3
Web Stack (CSCI315)	3
Data Structure & Algorithms (CSCI361)	3
React (CSCI383)	3
Database Systems (CSCI480)	3
Professional Competencies (CAPS275)	1
Spiritual Formation Emphasis	8
<i>Elective units to be determined in conjunction with department, success coach, or designated partnership</i>	
Total Units for Certificate .....	33

#### Certificate in Accountancy - Not accepting new students or readmits.

Financial Accounting (ACCT245)	3
Managerial Accounting (ACCT246)	3
Auditing (ACCT441)	3
Federal Tax I (ACCT442)	3
Total units for certificate .....	12

#### Certificate in Computer Science - Not accepting new students or readmits.

(Pre-requisite: Python Certificate and Programming Certificate)



Programming with C/C++ (CSCI 232)	3
Webstack (CSCI 315)	3
Total units for certificate .....	6

**Certificate in Game Programming - Not accepting new students or readmits.**

(Pre-requisite: programming experience)

Programming with C# (CSCI 231)	3
Programming with C/C++ (CSCI 232)	3
Math for Programmers (CSCI 335)	3
UI Programming (CSCI 431)	3
Artificial Intelligence (CSCI 471)	3
3D Graphics Programming (CSCI 435)	3
Total units for certificate .....	18

**Certificate in Healthcare Administration - Not accepting new students or readmits.**

***Pre-requisite: Medical Terminology (BIOL109)***

Introduction to Healthcare Administration (HCAD130)	3
Issues and Trends in Healthcare (HCAD250)	3
Introduction to IT for Healthcare (HCAD310)	3
Healthcare Marketing (HCAD325)	3
Total units for Certificate .....	12-15

**Project Management Certificate - Not accepting new students or readmits.**

Project Management Tools and Techniques (BUS351)	3
Project Cost and Budget Management (BUS352)	3
Project Quality Management (BUS355)	3
Project Risk Management (BUS354)	3
Total units for Certificate .....	12

**Certificates in Paralegal Studies - Not accepting new students or readmits.**

This certificate is 8 courses in two parts for a total of 24 units.

**Certificate in Paralegal Studies – Foundations - Not accepting new students or readmits.**

Introduction to Paralegal Studies (PLS100)	3
Business Organizations and Contract Law (PLS110)	3
Legal Technology and Law Office Management (PLS210)	3
Legal Research and Writing (PLS290)	3
Total Units for Certificate .....	12

**Certificate in Paralegal Studies – Advanced - Not accepting new students or readmits.**

Torts and Personal Injury Law (PLS320)	3
Litigation for Paralegals (PLS340)	3
Criminal Law and Procedure (PLS430)	3
Wills, Trusts, and Estate Administration (PLS321)	3
Total Units for Certificate .....	12

**Certificate in Computer Programming - Not accepting new students or readmits.**

(Pre-requisite: Python Certificate)

Programming III (CSCI 351)	3
Data Structures and Algorithms (CSCI 361)	3
Total units for certificate .....	6

**Certificate in Python - Not accepting new students or readmits.**

Programming I (CSCI 151)	3
Programming II (CSCI 251)	3
Total units for certificate .....	6

## Graduate Certificate Programs - Online

### **Graduate Certificate in Executive Coaching**

Introduction to Coaching (LDRS502)	2
Building a Coaching Toolbox (LDRS503)	2
Coaching for Leaders & Managers (LDRS562) or The Coach as Story-Listener (LDRS572)	2
Coaching for Change (LDRS670)	2
Supervised Coaching Practicum (LDRS675)	2
Core Leadership Course	2
Total units for Certificate .....	12

### **Graduate Certificate in Leadership**

Personal Life of the Leader (LDRS500)	2
Strategic leadership Foundations (LDRS501)	2
Transformational Leadership (LDRS513)	2
Diversity and Global Leadership (LDRS530)	2
Two Core Leadership Courses	4
Total units for Certificate .....	12

### **Graduate Certificate in Ministry**

Hearing God (MIN530)	2
Spiritual Disciplines (MIN531)	2
Justice & Mission (MIN551)	2
Church Life & Leadership (THEO586)	2
Leadership: Vocation & Calling (THEO680)	2
Core Leadership Course	2
Total units for Certificate .....	12

### **Graduate Certificate in Bible Foundation**

Genesis through Song of Solomon (BIB501) or Isaiah through Malachi (BIB502)	3
Pauline & General Epistles (BIB513) or Gospel, Acts, Revelation (BIB514)	3
Christian Theology I (TH507) or Christian Theology II (TH508)	3
Biblical Interpretation (BIB509)	3
Total units for Certificate.....	12

## Undergraduate Academic Information

### Planning an Academic Program

#### Traditional

Prior to registration, all undergraduate students should study carefully the requirements of the University and of the particular academic department to which they have been admitted. Students must have their course selections approved by a Success Coach or faculty advisor who will assist in planning a program leading to a degree. A student can expect to spend two hours in outside study for each hour in class. Thus, a full-time student can expect academics to fill the majority of their week.

#### Student Responsibility

Students must assume complete responsibility for fulfilling all requirements to meet planned objectives. All departments have certain academic requirements which must be met before a degree is granted. These are described in the various degree sections of this catalog and concern such things as curricula, majors, and minors. Advisors, department chairs, and the Registrar are available to help the student understand and arrange to meet these requirements; the student is responsible for knowing the requirements to be met and for completing them. At the end of any course of study, if requirements for graduation have not been satisfied, the degree will be withheld. For this reason it is important for each student to be acquainted with all regulations, to remain currently informed throughout their college career, and to be responsible for completing all requirements.

#### Priority of Courses

Priority should be given to required courses in proper sequence. No one should register in an elective course to the exclusion of a required one. Any required course for which a student has failed to receive credit should take priority over all other courses in the arrangement of the student's program; it should be repeated as soon as it is offered.

### Unit Load

#### Traditional

In general, a student who is not employed more than ten hours per week should register for 16 units each semester. Registering for more than 18 semester units requires petitioning for approval. The petitions for credit overloads may be obtained online at [jessup.edu](http://jessup.edu) as a "Petition to Change Academic Requirements" and should be filed with the Office of the Registrar prior to registration. Students must meet the following provisions to request permission to take more than 18 units:

- Student must demonstrate the existence of exceptional circumstances.
- Student must receive approvals from their academic advisor.
- Student must carry a cumulative GPA of 3.5 or above.
- Meeting these criteria does not guarantee approval of the petition. The Registrar and VPAA will consider the petitions and inform the student of a decision via email.

Although the University considers 12 semester units as the minimum full-time undergraduate credit load, this minimum does not necessarily coincide with limitations established by agencies outside of the University. Students who are eligible for educational benefits from agencies are responsible for obtaining information about the specific requirements of the agency granting the benefit. Six units are required for state aid and student loans and three units are required for federal grants and institutional aid.

The Registrar or the VPAA may reduce a student's registration to less than the normal academic load if the student failed to earn credit in any course or if the student was placed on academic probation the previous semester. Late registrants, provisional acceptance, and probationary acceptance may also be subject to unit limitations.

#### Double Major

Additional Major, Minor, or Certificate

Students may not work toward two degrees simultaneously at the University. However, students who choose to complete two majors, each offered by a different department, must complete the requirements of both programs. Students must decide which of the two majors will be their primary major. Students retain their advisor for the primary major, but also meet with an advisor of their choice in the department sponsoring the second major.

No more than one-half of a major, minor, or concentration can be utilized in another major, minor, or concentration. The college prints both majors on the transcript and awards only one bachelor's degree.

#### Second Bachelor's Degree Program

Many students today are seeking mid-life career changes. These students have already graduated from college and are well-educated, yet they may lack the particular biblical education necessary to minister adequately to others. For this reason, Jessup has a special program for those who come to a Christian university having already completed a baccalaureate degree. Contact the Office of the Registrar at 916.577.2244 for further details regarding your specific situation.

## Change of Major or Degree

To change a major or degree a student must submit the Declaration or Change of Major Form, found online. Please meet with your Success Coach about your change to understand the impact on your anticipated graduation date.

Major changes submitted after the first week of the semester are effective for the following semester.

## Attendance Policy – Traditional, Online, Hybrid

Regular class attendance is expected of all Jessup students. Classes are organized and conducted to encourage academic excellence and transformational Christ-centered learning. As a result, excessive absences (including failing to attend an entire class period or portion thereof) may detrimentally affect the student's cumulative final grade. However, the final authority for attendance and its effect on grades is determined by individual faculty members in their course syllabi. Specific attendance policies may also be made in conjunction with various departments, majors, and/or student organizations'affiliations. Students who fail to meet the minimum attendance requirement for a course may be assigned a grade of "UF" (Unofficial Failure), which affects the GPA in the same manner as an "F."

*Students are individually responsible for reviewing and following all relevant class attendance policies specific to their courses, majors and/or other university (affiliation and/or functions).*

## NCAA Intercollegiate Athletics Class Attendance Policy

Student-athletes will be excused to miss class only under the following circumstances per NCAA Division II rules and regulations. "Excused" means that the student-athlete will be given the opportunity to make up any missed assignments or class work without penalty. The following information is provided to student-athletes, head coaches, and faculty members and is intended to summarize Jessup policies on missed class time due to athletics contests.

- Student-athletes are not permitted to miss class for home practice activities including but not limited to: practice, weights/conditioning, film study, promotional events, or community engagement events. There are two exceptions:
  - When a team is traveling to an away-from-home contest and the practice is in conjunction with the contest. Bylaw 17.1.
  - Championship Practice. Student-athletes representing Jessup at a conference or NCAA championship shall be permitted to miss class time to attend practice activities in conjunction with the event. Bylaw 17.1.
- Student-athletes are permitted to miss class for competition, home and away, during the regular season and/or playoffs. No class time shall be missed for competition, including activities associated with competition, outside of the regular season and/or playoffs, per Bylaw 17.1. Student-athletes are not excused from classes that end prior to departure time on the day of travel.
- Student-athletes are responsible for notifying faculty within five business days after the first day of class concerning any future missed class time due to athletics contests using the Class Absence Reporting Form. This will ensure the individual faculty member has been notified of sport-related absences PRIOR to missing class. The form includes a section requesting accommodations for completion of any missed assignments. This must be completed fully by the faculty member and returned to the student-athlete within 72 hours of receipt. All missed class work and assignments must be completed according to the schedule established by the faculty member teaching the course. Per institutional decision, faculty members are expected to provide substantive learning assignments on this form for any missed in-class work and not penalize the student-athlete for missing class.
  - Note: Any student-athlete who does not complete the form correctly or on time is not protected from missed class penalties under this policy.
- In the case of last-minute travel itinerary changes due to unforeseen circumstances, the student-athlete is responsible to promptly notify faculty (within 24 hours of the change).

Individual faculty members will judge the validity of student-athlete absences from class and may require documentation for excused absences. In such cases the student-athlete will submit a written request to the Assistant Athletic Director for Compliance to request that documentation be sent to the faculty member. For classes requiring mandatory attendance incompatible with the number of planned absences, student-athletes will be advised to register, if possible, during a semester in which they will not be participating in the university sanctioned activity.

If a faculty member already has a policy in place that allows for a minimum number of absences, missed in-class assignments, and/or late assignments, then absences due to athletics contests will apply toward that policy first.

As with any academic issue, student-athletes may exercise their right to appeal adverse attendance decisions. Should the faculty member and student-athlete be unable to agree on appropriate accommodation under this policy, either party shall have the right to request mediation. The person seeking mediation should contact the Faculty Athletics Representative. He or she may ask the student or faculty member to pursue resolution by meeting with the following individuals (in order) until the issue has been resolved: the Department Chair, Academic Dean, and the Vice-President Academic Affairs. The Faculty Athletics Representative may also work to mediate the request for accommodation on behalf of the faculty member or student, and may choose to collaborate with the Director of Athletics in this process.

The Intercollegiate Athletics Class Attendance Policy was developed to ensure collaboration between faculty members and the student-athlete to achieve graduation requirements.

## Final Examinations

The University requires an assessment or examination to be given at the end of the semester in all courses.

## Change in Final Examinations – Traditional Students

The university requires an examination be given at the end of the semester in all courses at the time specified in the exam schedule. Examinations may not be changed for sake of convenience or planned personal absence. For legitimate reasons, students may [petition a change in time](#). Vacation and travel plans are not acceptable reasons.

## Transcripts of Credit

Official transcripts are copies of student academic records of all work attempted at Jessup and bear the seal of the University and the signature of the Registrar. Transcripts are not entered until the semester or registration period officially ends. Upon request from eligible students, the Office of the Registrar will issue official Jessup transcripts only.

All transcript requests must be made online directly through the National Student Clearinghouse or through the Student Portal. Allow two to three weeks to prepare transcripts during the periods of final examinations, grade recording, and registration.

Transcripts sent to Jessup from other institutions upon the request of a student become part of the student's academic file and are not duplicated or distributed.

## Diploma Replacement

If the original diploma is destroyed, a duplicate may be ordered by using the [Diploma Reorder Form](#). There is a fee for the replacement diploma. The diploma will reflect the signatures of the current officials of the University.

## Summer Offering

Jessup has a limited summer schedule which allows students to earn additional units during the summer. Internship and independent study opportunities are also available during the summer.

## Registration Process

Students should study this catalog and the schedule of classes, consider the curricula carefully, and plan the courses needed for graduation and required for their majors as well as courses desired for electives. Students must assume complete responsibility for fulfilling all requirements to meet planned objectives.

## Course Schedules

A schedule of the courses to be offered each semester is available to students before the beginning of each term. The schedule is subject to change, and a scheduled class may be canceled if fewer than ten students enroll.

## Traditional

Each student is personally responsible for completing registration through the student portal on the date and at the time specified in the class schedule for each semester. (See the academic calendar on the class schedule.) Registration materials are available through [my.jessup.edu](http://my.jessup.edu), and reminders are emailed to each student's Jessup email account.

## Late Registration Policy

Late registration begins five weeks prior to the first day of the term and terminates on the date stated on the academic calendar. Students who fail to complete registration at the assigned time may register during the period of late registration specified on the class schedule for an additional fee. Any change in registration must be completed and paid for before the close of late registration.

## Changes in Registration

Changing registration after the semester has begun is allowed primarily to adjust for extenuating circumstances beyond the student's control, registration errors, lack of prerequisite courses, or schedule changes initiated by the University. Student initiated changes are subject to an add/drop fee.

After the late registration period is complete, adds may be made only when the University deems the circumstances sufficiently extraordinary to warrant an exception.

## Add a Course

Student-initiated changes are subject to an add/drop fee. A student may add classes in their schedule during the first week of instruction without academic penalty. Online courses must be added at least one week prior to the start of the course.

The student is responsible to initiate the process by adding through the student portal or by using the [Petition to Add or Drop a Course](#) and consulting with an academic advisor.

## Changing Audit to Credit

Audit students may change to a credit basis prior to the close of the late registration period.

## Changing Credit to Audit

A student may change from credit to audit until the end of the late registration period.

## Dropping or Withdrawing from a Course

See Refund Policy.

## Deadlines to Withdraw from a Course

Traditional Undergraduate Program Full Semester Courses: 70<sup>th</sup> calendar day of the term

Online, Seven and Eight Week Courses: 33<sup>rd</sup> calendar day of the course

## Traditional

Any change in a student's course schedule after the first week of the term is subject to an add/drop fee. A student may drop classes in their schedule during the first week of the term without academic penalty. A student may withdraw from a course after the late registration period, receiving a W grade, until the end of the tenth week of the semester. (To withdraw from all classes, see "Withdrawing from the University") Any changes made after the first week of the term are subject to an add/drop fee, regardless of delivery method – online, etc.

The student is responsible to initiate the process by dropping the course online or by obtaining the proper form and signatures of the instructor and academic advisor. Refunds are based on the official drop date, which is the date the completed form is received in the Office of the Registrar.

Failure to officially withdraw from a course will result in a grade of F or UF and forfeiture of tuition refund. A student no longer registered for credit or audit is ineligible for further attendance in the class.

## Graduate / Online

Student-initiated changes after the 1st day are subject to a change of registration fee. The student is responsible to initiate the process by dropping the course in their student portal or through the online add/drop form. Refunds are based on the official drop date, which is the date the completed form is received in the Office of the Registrar. Students who drop in their student portal or submit a Petition to Add/Drop before the first class session will not receive a penalty and the course will not appear on the student's permanent transcript. Students who drop a course after the first class session will receive a W on their permanent transcript. The effective date of the drop will be the electronic date stamp. Failure to withdraw from class through the student portal or by submission of a Petition to Add/Drop will result in an F being entered on the permanent transcript for the class and any refunds for the class are forfeited.

A student who has officially dropped a class and who is no longer registered for credit or for audit is ineligible for further attendance in that class. Dropping a class may affect the student's financial aid. It is the student's responsibility to contact the Financial Aid office for information. Student initiated changes are subject to a change of registration fee.

## Administrative Drop/Classroom Conduct

Failure to attend a course or to submit required work will result in a grade of F. The student who neglects a course is solely responsible for dropping the course or withdrawing from the University. However, an administrative drop may be initiated at the discretion of the instructor, who will record circumstances. The approval of the VPAA is required. Deadlines and grades are the same as for a drop initiated by the student and are based on the date received at the Office of the Registrar. The student will be notified by the final grade report.

Students have a responsibility to conduct themselves in class and in the library in ways which do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, are permitted only to students who are receiving academic accommodations. Contact WJU Disability Support Services for more information at [dss@jessup.edu](mailto:dss@jessup.edu)

If a student does not comply with requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop. The instructor must record circumstances. The approval of the VPAA is required. Prior to a decision, the VPAA will consult with the student and other parties as appropriate. Appeals go to the Academic Committee and the VPAA, in that order. Serious cases of misconduct will be referred to the Student Life Committee for appropriate institutional action.

## Right to Cancel

The University reserves the right to cancel any registration in specific courses for which the student is ineligible. The registration of a student who is ineligible to attend the University is subject to immediate cancellation. The University also reserves the right to cancel the registration of a student whose attendance at the University, in the opinion of the appropriate administrative officials, would not be mutually beneficial to that person or the University.

## Leave of Absence

Students who find an interruption in enrollment necessary should file a [Petition for a Leave of Absence](#) before leaving the University. A Leave of Absence allows students to maintain the existing graduation program. Failure to do so will mean that they must fulfill all graduation requirements in the catalog which is current upon their return to Jessup. Students withdrawn from the University for one academic year or more (official or unofficial leave of absence) may be required to update some or all of the admissions requirements. A Leave of Absence is good for a maximum of one year.

Filing for an Academic Leave of Absence initiates the Financial Aid Leave of Absence which allows for a 180-day (six month) grace period before student loan repayment must begin. If a student returns to Jessup within 180 days, student loans do not go into repayment and the 180-day grace period is not counted against your future 180-day grace period. If a student does not return to Jessup within 180 days or begins school at another institution, then any time spent out of school will apply toward your 180-day grace period. For more information, regarding the Financial Aid Leave of Absence, please contact the Financial Aid Office at 916.577.2233.

## Withdrawing from the University

Withdrawing from all courses is a two-step process:

1. Dropping classes: Students who wish to withdraw from all classes in which they are registered may do so in the student portal.
2. Exiting the University: To ensure that all academic and financial arrangements are cleared, students must solicit a [Request for Official Withdrawal](#). If the leave is temporary, a student should [petition for a Leave of Absence](#) at the same time, in order to maintain the existing graduation program.
3. Military withdrawal is available when supporting documentation showing orders is provided along with a student petition. Military withdrawal is available for students who are members of an active or reserve military service, and who receive orders compelling a withdrawal from courses.

## State Authorizations

Jessup University continually works to meet federal and state authorization requirements both in California and outside of California. For more information about state authorizations for online or distance learning, visit the <https://jessup.edu/about/consumer-information/state-disclosures/>. Specific questions about Jessup's State Authorizations for Online or Distance Education should be directed to [compliance@jessup.edu](mailto:compliance@jessup.edu)

# Undergraduate Academic Policies

## Academic Calendar

Students will be on a 15-week semester schedule with one week of finals for both fall and spring terms. The traditional program also provides a limited offering of summer classes which runs on varied schedules.

Standard holidays and breaks for TRAD, OL, and 7 week classes include:

### FALL

- Labor Day
- Mid-semester Break
- Thanksgiving week

### SPRING

- Martin Luther King, Jr. Day
- Spring Break week
- Easter Monday

### SUMMER

- July 4<sup>th</sup>
- Mid-semester Break

**8-week courses with MACP have an adjusted holiday schedule. Please see program schedule for details or the Academic Calendar posted on Jessup.edu.**

## Student Location Policy

A student's initial location at the time of enrollment is documented in the Local Address field in Jessup's official student information system of record. Local Address is defined as where a student is physically located while engaged in their academic program. **Students who are not located in a state in which WJU is authorized to enroll students or otherwise exempt from authorization may not be enrolled.**

Students are required to notify the university of a change in location and when enrolled in online/distance education programs/courses are required to notify WJU of any changes in state location; and, should they relocate to a state in which WJU is not authorized or otherwise exempt, their enrollment and/or licensure eligibility may be negatively affected.

**Students residing in Oregon or participating in a Multnomah campus program are subject to Oregon Higher Education requirements.**

## Academic Appeal Process

In the event a student would like to appeal a decision or policy as it relates to their academic progress, the student is encouraged to communicate the concern in writing to the Registrar. Most academic appeal forms can be found on the Jessup website at [my.jessup.edu](http://my.jessup.edu) under “Forms and Petitions” on the Registrar page. The Registrar will act to bring formal resolution to the stated grievance either by addressing the issue directly, or, if necessary referring the issue to another University official. If satisfaction is not achieved, the student may appeal directly to the VPAA.

## Plagiarism and Academic Integrity

### ACADEMIC INTEGRITY

Academic integrity is an essential core value of higher education. It is expected that students pursue their education and scholarly pursuits with honesty, and respect and take responsibility for doing their own academic work. Common violations of academic integrity include plagiarism, cheating, unauthorized assistance in completing assignments, and the use of unauthorized technology.

### Plagiarism Defined

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and the work of other student writers. (Council of Writing Program Administrators (2019 December). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism includes claiming credit for the artistic or creative work not wholly produced by oneself, such as a map, graph, musical composition, photo, electronic image, painting, drawing, sculpture, design, prose, or other written work including computer code and/or material without appropriate acknowledgment, and the representation of them as one’s own original work. Obtaining unauthorized assistance from another person or entity in the course of completion of any assignment or examination is also plagiarism.

The use of artificial intelligence, machine learning, or generative models such as large language models that are not specifically sanctioned by the instructor of the course on a given assignment would also constitute plagiarism.

### Consequences to Academic Integrity Violations

It is expected that all violations of academic integrity shall be reported and added to the student's academic file. First instances may receive zero credit and it will be left to the instructor’s discretion if any part of the work can be redone for partial credit. Subsequent violations may receive an academic dismissal, which may be appealed by the student for further review.

The most likely disciplinary outcome of plagiarism in a capstone course or other culminating activity will be an academic warning, discipline, or possible dismissal, which can be appealed by the student.

### Notification to Students of Academic Integrity Policy

All Jessup instructors are required to include an academic integrity statement in their course syllabi. Students are expected to review each instructor’s policies and expectations about integrity as it applies to their academic discipline as well as the consequence(s) for not meeting them in their course. [Faculty Manual AO 5.2 Course Requirements; AO 5.6 Academic Integrity]

Copyright Restrictions. The U.S. copyright law provides federal copyright protection for both published and unpublished works. Therefore, authors who may wish to include quotations, illustrations, charts, graphs, musical arrangements, and so forth in a paper or project should make every effort to be sure that reproduction of the copyrighted material does not exceed the doctrine of “fair use,” which considers both the purpose and character of the use of copyrighted material. Unpublished works, as well as works published without valid copyright notice, are eligible for protection. Absence of a c-world (©) does not necessarily mean that a work is in the public domain. Tabular arrangements and compilations are specifically covered under copyright law. Permission to reprint or adapt charts, tables, graphs, tabular arrangements, musical arrangements, and so forth must be sought from the copyright holder. Failure to adhere to U.S. copyright law resulting in unauthorized distribution of copyrighted materials (including unauthorized peer-to-peer file sharing) may result in the student(s) becoming subject to civil and criminal liabilities.

To obtain current information on the use of copyrighted material, it is recommended that students refer to sites such as the Copyright Crash Course (<https://guides.lib.utexas.edu/copyright>) or <https://fairuse.stanford.edu/>. These sites are current, well-maintained, and user-friendly.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may awarded up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see



Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov).

**Fair Use.** If a work is protected by copyright, permission must be acquired prior to incorporation of that work into a new document. Extracts and quotations may be used to a limited extent for purposes of illustration and criticism. The language of the copyright law is vague as to what constitutes fair use, so when in doubt, seek permission and consult with the professor.

**Securing Permission.** Efforts to obtain permission to use material from other sources should begin well in advance of a final paper or project. Students are expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the paper or project. Written permission may either be by a letter or by a fax and must be accompanied by the signature of the individual granting permission. An e-mail response granting permission is considered similar to acquiring verbal permission over the phone; neither is considered adequate proof that permission has been secured. Therefore, they must be backed up by some means of written permission. A statement of permission must appear below the caption of the figure or at the bottom of a table. The owner of the copyright may request that specific words or phrases be used to indicate that permission was granted. All copyrighted tables and figures must be followed by a complete reference citation (e.g., not the abbreviated format such as author/year) and should state, "Reprinted with permission." Requests for permission should be directed to the copyright holder or the copyright permissions editor of the publication. When requesting permission to reproduce copyrighted material, be sure to specify that the request is for a one-time, nonprofit, educational use.

The University is committed to upholding the highest standards of academic honesty. It is incumbent upon each student to become familiar with current standards and policies. Culminating activities that do not have appropriate copyright releases for borrowed material will not be approved.

## Special Study Experiences at Jessup

Special study experiences available to students who display interest and aptitude include directed independent study, practicum, study-travel tours, study abroad and internships.

### Directed Independent Study

Only upper division students with at least one semester residence at Jessup and a 3.0 GPA may take credit by this means. A student is limited to earning a maximum of 12 units in this manner and each course must be approved by an instructor and the Registrar. The academic standards recommended per unit of independent study are 500 pages of reading, 10 pages of writing, and one contact hour with the appointed faculty member. See online fee schedule on the website for current per unit cost.

A student seeking a [directed independent study](#) option must petition the Registrar and show cause why such a class is necessary. Valid reasons for approval of an independent study would include:

1. Being blocked out of a required course because of changes in course schedules.
2. Wanting to pursue advanced study in a field beyond what is normally offered.
3. Courses required in a degree program that are not being offered and impede your ability to graduate.
4. Extenuating circumstances that make regular class attendance impossible.

Directed Independent study courses have an additional fee. Refer to the [tuition and fee schedule](#) online.

Academic Standards per Unit:

- Recommended 500 pages of reading
- Recommended 10 pages of writing
- Recommended contact hours with faculty – one hour

Study experience may include seminars, workshops, reading, or other comparable instruction methodology. Outside classroom experience to in-class time usually follows this ratio: 1:1 for lower division courses, 2:1 for upper division courses, and 3:1 for internships.

### Practicum

Limited to a maximum of six units and must be approved by the department chair.

### Travel-Study Tours

Available to sophomores, juniors, and seniors. Limited to a maximum of four units and must be approved by the department chair.

### Internships

For juniors and seniors only. Limited to a maximum of 6 units and must be approved by the dean or department chair. Internships are an integral part of Jessup's program of study and serve the following purposes:

1. To enable students to make wise vocational choices by guided practical experiences-
2. To enable students to grasp the relevance of classroom instruction through guided practical experiences which draw upon the content of classroom instruction.

3. To allow students to work with mature and effective leaders and thereby grasp in a living, practical context the whole range of experiences.
4. To develop certain basic practical skills necessary for success through supervised experiences.
5. To gain a greater appreciation of the importance of vocations in the plan and purpose of God.

## Special Studies

Qualified upper division students may meet certain requirements by taking courses numbered 499 in the area of concentration needed. The 499 course of faculty-guided research requires the writing of a major research paper. The maximum credit toward graduation is limited by the student's need, ability, and the decision of the Academic Committee. Colloquiums of five to eight students may do reading and discussion in a special area of study.

## Study Abroad

With prior approval from the Office of the Registrar, students may earn credit for study abroad. Students must meet with an academic supervisor and develop an individual contract for their learning, including assignments to be completed for credit. Students must enroll for the units specified and complete all requirements before receiving credit. These units may be applied to general education, the major, and/or the internship, depending on the focus of study and with approval from the Office of the Registrar.

Jessup University has partnerships with [CCCU GlobalEd](#) and [LCC International University, Lithuania](#) for which a student can directly participate in programs related to their area of study and/or country of interest.

**GlobalEd.** Jessup participates in the Study Abroad programs of the Council for Christian Colleges and Universities (CCCU), a higher education association of more than 150 intentionally Christ-centered institutions around the world. The Council's mission is to advance the cause of Christ-centered higher education and to help its institutions transform lives by faithfully relating scholarship and service to biblical truth.

[CCCU GlobalEd](#) is the portal for the off-campus study programs offered by the CCCU. The nine programs designed to serve the academic interests of students are:

- L.A. Film Studies Center – Olivet Nazarene University
- Middle East Studies Program
- Nashville Contemporary Music Center
- Oxford Scholars' Semester
- Oxford Summer Program
- Uganda Studies Program

## LCC International University

Jessup is a partner with the [LCC International University, Lithuania](#).

## Challenge for Credit

A challenge is appropriate when a student has taken a course at an unaccredited institution which is similar in content to a regularly scheduled course in the Jessup curriculum. The following applies:

1. All challenges must be initiated by a petition to the Office of the Registrar.
2. The chairman of the department must determine that a specific course is appropriate for credit by challenge.
3. A student may not challenge a course if he/she has previously enrolled and withdrawn from or failed the course while at Jessup.
4. The student will enroll in the course and pay the appropriate tuition when the challenge is approved by the Office of the Registrar.
5. The professor of the course may determine what learning activities, including attending certain sections of the classroom lectures, may be required of the student prior to the challenge exam.
6. The student is given full credit for the course and a "pass" grade upon successful challenge.
7. The transcript will note the course by the phrase, "credit by challenge."

## Student Classifications

### Class Standing

Class standing is determined by the number of semester units a student has completed. The units required for each classification are indicated below.

Freshman	less than 30 units
Sophomore	30-59 units
Junior	60-89 units
Senior	90 units or more

Students transferring from other colleges will be given advanced standing according to the number of transferable credits on their official transcripts and the grades earned in those courses. Prospective transfer students must submit official transcripts of their college work to the Registrar for evaluation (see "Advanced Standing" and "Credit Transfer Policy").

## Course Load

A matriculated student is one who has been officially admitted to the University.

Full-time student	12 semester hours of credit or more
Three-quarter time student	9 to 11.5 semester hours of credit
Part-time student	6 to 8.5 semester hours of credit
Less than part-time student	Less than 6 semester hours of credit

## Online Load

Traditional undergraduate students enrolled in courses with multiple delivery modalities may take one online course per session. Students who are enrolled in online only are encouraged to take a maximum of seven units per session.

## Non-Matriculated Student Options

An [Application for Non-Matriculated Student](#) must be completed and submitted to the Office of the Registrar for each of the following.

### Audit Student

Auditing is limited to Jessup alumni, Jessup faculty and staff, and senior citizens. Non-matriculated students may audit a course when the class is desired for personal enrichment, not academic credit. Some exceptions may apply for certain programs or offerings. Additionally, auditing is not available for online, applied, physical education, ensemble, or performance courses. Those who enroll on an audit basis do not take examinations nor receive grades or college credit for the courses. Upon the approval of the instructor, audit students may participate in certain aspects of the course, but at no time is a grade recorded. Persons interested in auditing graduate level courses are encouraged to contact the Registrar's office for information. Audit courses are charged an audit fee, which can be found on the [Jessup website](#).

### Continuing Education Student

The Continuing Education Unit is a nationally recognized unit of measure for non-credit activities which meet qualifying criteria. One CEU is assigned for every ten contact hours of participation in instructional time and is only given upon completion of program course requirements. The CEU cannot be converted to academic credit or applied toward a degree, yet many business firms and organizations have recognized the CEU when considering promotions, salary increases, and transfers. Student attendance for all contact hours must be documented. The CEU will be combined with the regular credit record (transcript). CE courses are charged the Continuing Education Unit fee which can be found on the [Jessup website](#).

### Limited Enrollment Student

Limited Enrollment students may wish to take units for credit for preparation to become a matriculated student, transfer credit, training for employment, or other personal reasons. In any case, Limited Enrollment students are limited to nine units per term with a maximum of 15 units in total. A Limited Enrollment student may be enrolled in a degree program at another institution with permission to take no more than 15 transfer credits of course work as a non-matriculated student at Jessup. Although the student intends to transfer those credits to his/her program, Jessup assumes no responsibility for advising such students or for the applicability of the courses to the student's degree. Once 15 units are obtained, or sooner, students should consult an Admission Counselor on becoming a matriculated student. Limited Enrollment per unit charges are the same as those for matriculated students taking less than 12 units. The per-unit cost can be found on the [Jessup website](#).

## College Fast Track

Both Dual Credit and Dual Enrollment courses provide students with the College Fast Track plan. Students can earn degree-applicable college credits and an associate degree. They will connect with faculty and current students, choose from a variety of lower division courses, and advance academically while saving money and time. Additionally, if students complete 30 or more units through Jessup Dual Enrollment and/or Dual Credit while in high school, and receive a 3.0 cumulative GPA, they will be eligible for discounted tuition or a special scholarship toward a Jessup undergraduate degree. Details regarding pricing and scholarships can be found at our [College Fast Track](#) page.

### Dual Credit - High School

Jessup offers high school students the opportunity to receive college credit through our dual credit program. This program gives college credits for courses taught on a dual credit partner high school campus with the University-approved curriculum and by the high school's instructors. Students enrolled in dual credit can receive both high school and college credit for the course at the same time. Partner high schools have gone through an approval process with Jessup. Students enrolled in dual credit can receive both high school and college credit for the course at the same time. Most colleges and universities will accept dual credit if the student earns a grade of C or better.

A dual credit course is taught at the collegiate level, preparing students for college work, and it facilitates the transition between high school and college. Through the program, students are able to reduce the time and cost needed to earn a college degree by receiving college credit during high school.

There is a \$70/unit course fee, and may have additional charges from the high school. The deadline for high schools to submit the enrolled student list for dual credit is November 1. High schools interested in applying to be a partner school should complete an [Application for WJU Dual Credit Approval](#). More information can be found at <http://www.jessup.edu/academics/dual-credit/>.

## Dual Enrollment - High School

Dual Enrollment offers college-level courses taught by university faculty, in which qualified high school students may enroll. Courses are available both in person and online. These units are discounted and will apply toward Jessup's Associate of Arts in General Studies and all bachelor degrees. As determined per high school, many courses will also apply to the high school completion requirements.

Eligibility is based on passing scores for both the math and English assessment tests administered by Jessup. To begin the assessment and enrollment, please complete the [Application for Non-Matriculated Student: Dual Enrollment](#).

## Probationary Status

Students may be placed on academic probation, financial aid probation, or disciplinary probation for a number of reasons. The purpose of probation is to alert students to problem areas and to assist in overcoming these difficulties. Students dismissed from the University for any of these reasons may not reapply for admission until a full academic year has passed.

Academic Probation: Students will be placed on Academic Probation if their GPA falls below a 2.0 for the semester, regardless of how many units were taken during the semester. (See section "Academic Probation")

Financial Aid Probation: Please see "Satisfactory Academic Progress" under the Financial Aid section for a complete description of what it means to be on financial aid probation.

Disciplinary Probation: Students who have failed to live up to the standards and rules of the University and are being considered for dismissal will be placed on disciplinary probation.

## Grading Information

Each instructor is responsible for determining final grades and for submitting them to the Office of the Registrar. These grades then become a part of the official records of the University. Grades which appear on the student's grade report at the end of the semester can be found in the student portal and are considered final unless the student identifies an error to the Registrar before six months elapse.

## Grade Symbols

Every professor is required to submit a grade for each student registered in the course. The following grade symbols are used in reporting and recording a student's proficiency in courses:

Grade	Description	Grade Points
A	Excellent	4 per unit
B	Good	3 per unit
C	Satisfactory	2 per unit
D	Passing; less than satisfactory	1 per unit
F	Failing	0 per unit
P	Pass, with C or better grade	Not computed in GPA
R	Repeated course (units/grade allowed)	
W	Withdrawal	Not computed in GPA
WF	Withdrawal/Failing	0 per unit
U/UF	Unofficial withdrawal/Failing	0 per unit
E	Conditional	Not computed in GPA
I	Incomplete	Not computed in GPA
NR	Final grade not yet reported by instructor	
CR	Credit for non-academic requirements	
NC	No credit for non-academic requirements	

*Plus and minus symbols are not used to calculate GPA.*

## Math and English Prerequisite Requirement

SAT/ACT scores are used for initial math and English placement. Students must achieve a grade of C- or better in each math and English course in order to advance to the next level.

## Pass/Fail Grading (P/F)

Certain courses are offered only on a pass/fail basis whereby the student will receive a grade of "P" or "F", rather than a letter grade. A limited number of courses are offered on this "P/F" basis, and no courses are offered with an option of either "P/F" or A-F grading. Courses graded only on "P/F" are identified in the catalog.

Policies and procedures governing pass/fail grading are:

1. The grade of "P" is not used in computing the grade point average; F grades are included in averages.
2. A Pass grade indicates work at a "C" or better level.

## Repeated Course (R)

Classes in which students receive a D+ or below at Jessup may be repeated at Jessup in order to improve their GPA or obtain credit for graduation. Credit will be counted only once for successful completion of the course, except for the courses designated in the catalog as allowable repeats. The original grade will remain on the student's academic record with the notation "R" but will not be included in the computation of the grade point average. Application of this policy will be allowed for three repeated courses. Thereafter, both the original and the subsequent grades will be factored into the student's GPA.

A student receiving a final grade of a D (+, -) or an F in a course can obtain credit by reregistering for the course, repeating the class work, and receiving a passing grade. A failed course cannot be challenged by examination. Repetition of a course more than twice requires the approval of the Registrar and is granted only under extraordinary circumstances. A failed course does not have to be repeated unless the course is required for graduation.

Some programs may have specific grade requirements for prerequisite or program courses. Those specific courses may also be repeated to meet program requirements.

## Failure to Withdraw (UF)

Students who fail to withdraw officially from class generally will be given a UF for the class. That grade will have the same GPA effect as an F grade and will also be accompanied by an approximate date of last attendance to determine potential return of financial aid funding.

## Withdrawal (W)

After a course has begun, a student may withdraw (incrementally per course) prior to two-thirds of the course completion and receive a W on their transcript. This letter does not affect GPA.

Students who fail to withdraw officially from class generally will be given a UF for the class. Under certain circumstances, students may petition the Office of the Registrar to receive a W (Unofficial Withdrawal). If the appeals committee approves the petition for conversion to a W grade, the original grade submitted shall be retained as the prior grade but shall not affect the student's GPA. Any refund is forfeited.

See "Dropping (Withdrawing) from a Course."

## Incomplete (I)

### Undergraduate Traditional

Students are expected to complete all course requirements during the time assigned for that course. In the rare circumstance when it is impossible to complete the course requirements on time, the student may [petition to receive an incomplete](#) ("I" grade).

Prior to the week of finals, the student must contact the instructor to request their agreement/endorsement of their petition and to establish a due date for incomplete work which may not exceed 10 weeks from the end of the course. Faculty may endorse the petition if, in their estimation, exceptional circumstances exist which warrant extended time to complete course requirements. In order to petition the University to receive an "I" grade for the course, the student and instructor must have the [Petition to Receive an Incomplete](#) form filled out and submitted to the Office of the Registrar by the last day of instruction for the course. Supporting documentation of extenuating circumstances is required when submitting the petition. Approval of petitions will be reviewed and decided upon by the Registrar, Dean, and VPAA.

It is the student's responsibility to maintain a copy of the petition so he/she is aware of the conditions. A processing fee will be added to the student's billing. If the student fails to complete the work within the time limit, the grade for the course will become an F and the student must repeat the course at their own expense.

Upon conversion of the "I" grade to a calculated letter grade (A-F), the "I" will remain noted as the prior (original) grade submission.

## Grade Changes

### Correcting a Grade

An instructor may correct a clerical error on a grade. A request for a grade change should be submitted directly through the faculty portal within six months of the last day of the semester.

All instructors are encouraged to retain records of completed course work and grades for a period of one calendar year from the date of the last day of the semester. Part-time, relocating, and retiring instructors should provide these materials to their respective departments.

### Appealing a Grade

After final grades have been filed in the Office of the Registrar, a grade in a course may be changed only by the course instructor. Appeals must be directed first to the instructor, then to the department chair, and then to the VPAA. The deadline to file an appeal is within six months of the last day of the semester for the grade in question.

## Academic Standing

Students are expected to maintain a grade point average of 2.0 (C) or better in their academic work at Jessup in order to continue in good standing.

### **Dean's List**

Students who complete 12 or more units in a semester and earn a GPA of 3.85 or higher are given special recognition by being placed on the Dean's List.

### **Honor Roll**

Students who complete 12 or more units in a semester and earn a GPA of 3.50 – 3.849 are given recognition by being placed on the Honor Roll.

### **Good Standing**

Undergraduate students whose cumulative grade point average (GPA) is 2.0 or above are considered in good academic standing.

### **Academic Probation**

Students whose cumulative grade point average falls below 2.000 will be placed on academic probation for the following term. The purpose of academic probation is to alert students to problem areas and to assist in overcoming these difficulties. Students on academic probation are eligible to enroll in the subsequent term, but are limited to a maximum course load of 15 units per semester until they return to academic good standing. Students placed on academic probation will be enrolled in Academic Action Plan the subsequent term.

### **Academic Action Plan**

The Academic Action Plan is a one semester, zero unit online course that provides students with protected study time and teaches the academic skills necessary for successful completion of programs and degrees. The Academic Action Plan is designed to resource students who have been unsuccessful in maintaining their cumulative grade point average requirement for degree completion.

### **Academic Disqualification**

If a student is/has been on academic probation and the cumulative grade point average is below the following levels, the student will be academically disqualified:

- Freshman (30 units) will be academically disqualified if their GPA is below a 1.50;
- Sophomores (30-59.9 units) will be academically disqualified if their GPA is below 1.70;
- Juniors (60-89.9 units) will be academically disqualified if their GPA is below a 1.85;
- Seniors (90 or more units) will be academically disqualified if their GPA is below a 1.95.

Disqualification prevents students from attending for twelve months. Disqualified students will not be allowed to register unless they are formally reinstated and/or readmitted to the University. Students seeking reinstatement prior to twelve months may do so through a formal petition to the registrar.

### **Academic Dismissal**

Students may be academically dismissed due to academic integrity issues.

### **Advanced Standing**

Students transferring from other colleges will be given advanced standing according to the number of transferable credits on their official transcripts and the grades earned in those courses. Prospective transfer students must submit official transcripts of their college work to the Registrar for evaluation according to the University Credit Transfer Policy. Jessup follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for transfer of credit.

Transfer students may fulfill their general education requirements by completing an Associated Degree for Transfer (ADT) at a California Community College or the Intersegmental General Education Transfer Curriculum (IGETC) prior to enrolling at Jessup. Students may transfer at any point, but these plans assist in the transfer process.

### **Undergraduate Credit Transfer Policy**

Jessup welcomes transfer students regardless of the number of units completed at other regionally or ABHE accredited colleges and universities. A transfer student is defined as a high school graduate who has then attended college following the summer of graduation. (See "Admission Criteria")

1. All courses taken at schools with regional or ABHE accreditation, meet UC or CSU transferable credit requirements, do not repeat Jessup credits and are "C" or better will be accepted in transfer during the first semester of enrollment. Units will be accordingly distributed to proper requirements. Decisions about course comparability may be referred to the appropriate department chairs.
2. Transfer credit is generally not awarded for coursework taken at institutions without regional or ABHE accreditation. Credit may be considered after students have successfully completed 24 semester units in residence at Jessup. Consideration of such transfer credit may require:
  - students to provide catalog descriptions and/or course plans for the classes that could transfer;
  - evaluation and approval from the respective department chairs; or
  - other appropriate means of validating the credits previously earned. The amount of transfer credit will be decided on a course-by-course basis and only awarded upon verification of the educational integrity of both the individual course and the institution from which the course was taken.

- Multnomah Campus of Jessup University (MCJU) programs will accept transfer credit from other schools that are accredited, authorized to confer degrees in or from Oregon, or otherwise individually or categorically approved by the Higher Education Coordinating Commission.
3. Verification of educational integrity for courses and/or degrees completed at a college or university outside the United States must come from an appropriately recognized international educational evaluation source, such as IERF (International Education Research Foundation). A list of acceptable international evaluation services can be obtained from the Office of the Registrar. The cost of such verification will be borne by the student.
  4. Students who have been out of college for an extended period of time may have to retake some coursework at the discretion of the VPAA.
  5. A maximum of 50% of requirements for a major may be allowed in transfer.
  6. A student may transfer a maximum of 90 units toward their degree.
  7. A maximum of 70 units may be transferred from a community college and any combination including a maximum of 30 units awarded for all forms of advanced credit (AP/IB/CLEP/DANTES/CPL).  
^MCJU and Oregon residents in Online programs: A maximum of 60 units may be transferred from a community college including a maximum of 30 units from any non-instructional method (i.e. CLEP, DANTES, AP, IB).
  8. All credit from community colleges will be transferred as lower division credit. A class taken at a community college or a lower-division class from a four-year school may fulfill the requirement for the major, but may not count as upper-division credit toward graduation requirements. (The total number of upper division units required for a bachelor's degree is 36.)
  9. Students may appeal for re-consideration of evaluation first to their advisor, then to the Registrar. Final decisions about the awarding of transfer credit rest with the VPAA.
  10. A maximum of four units of physical education activity classes and eight units of applied lesson classes (such as painting, voice lessons, etc.) can be counted toward a student's general education electives.
  11. Up to 16 units of POST will be accepted toward a bachelor degree.
  12. Grades from outside institutions will not be used toward Jessup's GPA, regardless of transferability of the units.
  13. Unless otherwise noted (ie: Nursing), courses specific to STEM majors must be completed within 7 years of transfer.

Jessup will accept the IGETC (Intersegmental General Education Transfer Curriculum) Policy for fulfillment of all lower division General Education requirements. The IGETC is a 37-39 unit general education program by which California community college students may fulfill all lower division general education requirements when transferring to the CSU/UC system. Transfer students must complete all IGETC requirements before they enroll at Jessup in order to receive the benefit of this policy. Credit awarded will not exceed the number of units on their IGETC certification. Students are encouraged to follow this program when considering transfer to Jessup. Students who have not received certification of completion by the time of enrollment will follow the Jessup Foundational Studies program. In addition to the IGETC, all prerequisites and support courses for existing majors must be met. Some of the major prerequisite and support courses meet the general education requirements; therefore, if you don't meet the major support course requirements through IGETC, additional units will be needed to fulfill your degree. Please consult anticipated program for major-specific general education requirements.

There have been many non-accredited organizations (not colleges; many for-profit) similar to Straighterline, CollegePlus, and ALEKS who have established programs linked to ACE (the American Council on Education) that colleges may accept toward non-transferable diploma or vocational degree programs. Typically, this coursework is not transferable toward a regionally accredited, liberal arts degree program like those offered at Jessup University.

### Waived/Audited Courses

Departments may identify courses within the major which are accepted in transfer but must be audited at Jessup University.

### Conversion of Quarter Units to Semester Units

Classes at Jessup are offered on the semester system, which consists of 15 weeks of instruction and one week of finals. In terms of the amount of course work required for the degree, the quarter system and the semester system are essentially the same. Students in both systems will take the same number of course hours in order to graduate; however, one is measured in quarter units and one in semester units. One semester unit is equivalent to one-and-a-half quarter units of credit. One quarter unit is equivalent to two-thirds of a semester unit. To convert semester units to quarter units, multiply semester units by 1.5 to get the quarter unit equivalent. Quarter units are already converted to semester units on all Jessup documents.

### Alternative Credit Options

Jessup University recognizes that valid college-level learning can take place in many arenas other than the classroom. Adults returning to finish a degree often have developed a level of expertise in several areas that equal or exceed that which is taught to traditional students. Therefore, the University accepts credit earned through several optional methods.

Some students need to earn additional credits beyond the formal educational credits they bring to the requirements for a Bachelor of Science degree. During the admission process, the student should bring potential credit earned by formal, non-formal, or informal approaches to learning to the attention of the admission counselor. These approaches include credit documentation by portfolio and credit by examination (College Level Examination Program [CLEP], DANTES (CLEP & DANTES combined limit 15 units), and the United States Armed Forces Institutes [USAFI]). In addition, exercises that assist the student in documenting prior learning are embedded within their course sequence. Academic advisors work with you along the way to help you ensure that you take advantage of these additional types of opportunities that appropriate for your situation.

A maximum of 30 units may be earned through these nontraditional credit options. This limit does not apply to military units.

## Advanced Placement/ International Baccalaureate Exams

Jessup University grants college credit for Advanced Placement and higher level International Baccalaureate exams. Students who complete special advanced placement courses and who present scores of three or higher (3, 4, or 5) for the AP exams or five or higher (5, 6, or 7) on the higher level IB exams to the Office of the Registrar may receive credit for general education courses. If a student takes a college course for which test credit has already been received, the student forfeits the AP/IB credit. ^MCJU and Oregon residents in Online programs: A maximum of 30 units from any non-instructional method (i.e. CLEP, DANTES, AP, IB).

## Traditional Undergraduate Students Taking Graduate Credit

*\* Excluding Masters of Arts in Counseling, Master of Arts Counseling Psychology and Masters of Arts in Education and Teaching*

Traditional undergraduate students have three options for taking graduate credit before completion of a bachelor's degree:

*Mixed Credit (Accelerated Graduate Programs):* Students admitted into an approved accelerated graduate degree program may have a limited number of graduate (500-level or higher) courses counted toward both an undergraduate and graduate degree. Before enrolling in a course to be counted as both undergraduate and graduate credit (mixed credit), the traditional undergraduate student must be accepted into the accelerated graduate program and receive prior approval from 1) the Graduate Program Director and 2) the Academic Leader of the undergraduate program. All approvals must be completed before the end of the Change of Schedule Period for the course(s). Although the university allows a maximum of 40% of the total hours required for the graduate degree to be taken as Mixed Credit, many programs have lower limits. See the mixed credit allowances for individual accelerated programs in the Graduate Handbook.

*Mixed Credit (General):* Traditional undergraduate students who have completed 90 or more credit hours with a minimum cumulative or last 60-hour GPA of 3.00 may receive permission to take up to six (6) hours of mixed (undergraduate and graduate) credit *without* first being admitted to a specific accelerated graduate program. Qualified students must receive prior approval from the Graduate Program Director of the program in which the graduate course is taken and the Academic Leader of the undergraduate major to which the mixed credit will be applied. It should be noted that permission of the Graduate Program Director of one program does not guarantee that those approved mixed credit courses can be used in a different graduate program.

*Senior Permission:* Traditional undergraduate students who have completed a minimum of 90 hours from Jessup University or another accredited institution may be permitted to take a maximum of 12 credits of 500-level or higher courses for graduate credit. Students who desire to participate in this program must receive the recommendation of the Academic Leader where the graduate course(s) are offered. To be eligible, students must have a minimum cumulative or last 60-hour GPA of 3.00 in their undergraduate coursework. Courses completed for graduate credit under Senior Permission cannot be applied toward the undergraduate degree. Graduate credit earned under Senior Permission may be applied toward a graduate degree or certificate program contingent upon admission to a graduate program or graduate certificate and approval of the Graduate Program Director.

*\*Note: Undergraduate courses cannot be substituted for graduate courses. Subject to tuition and financial aid adjustment.*

## Auditing a Course

### Traditional

Students may audit a course when the class is desired for personal enrichment, not academic credit. Performance classes, such as private or class music lessons, speech, or homiletics, physical education, and online courses, **cannot** be audited. Jessup alumni may audit courses on a space available basis. An enrollment fee will be charged; see schedule of fees for details.

### Credit for Prior Learning

WJU follows the Policy for Credit for Prior Experiential Learning (CPL) from the Western Association of Schools and Colleges (WASC). The University follows the standards of the Council of Adult and Experiential Learning (CAEL) to evaluate these demonstrations of learning. The detailed policies and procedures for the evaluation of credit for prior learning are contained in the Credit for Prior Learning Manual. See your departmental advisor to explore this option in greater detail.

### Challenge by Exam

See Challenge for Credit.

### Military Training

Military training will be treated as college credit earned at another college or university and transferred to Jessup University. The amount of credit accepted will be based on the recommendations published by the American Council on Education. The student requesting transfer of credit must submit the appropriate military records specifying exactly what training was received. To receive this credit requires the submission of an evaluation of your military training (SMART/ACE), official military transcript or [DD Form 214](#).

## Graduation Requirements

To ensure completion of all requirements for graduation, students at Jessup University should make graduation plans during the first semester of their junior year. These plans are based upon the University catalog of the year in which they entered. Deviations from programs or adjustments for students transferring from other colleges must be cleared by the Registrar. Students who have made graduation plans should have them thoroughly checked by their academic advisors.



All those who seek a degree from Jessup must fulfill the University's general education requirements, either by transfer credit or by courses taken in residency. All course requirements must be completed by the last day of final examinations of the candidate's final semester. All grades, including those for makeup of incompletes, and all transcripts of work attempted at other institutions must be on file in the Office of the Registrar before the degree will be conferred.

No degree, diploma, or certificate may be granted to a candidate unless all general core and department requirements have been fulfilled. If awarded in error or upon fraudulent claims which are discovered later, the degree, diploma, or certificate is immediately revoked.

### **Minimum Credits for Graduation**

Candidates for graduation must accumulate a minimum of 120-129 semester units (depending on major, according to the prescribed courses for the Bachelor of Arts or Bachelor of Science degree, and 64 semester units for the Associate of Arts or Associate of Science degree. All those who seek a degree from Jessup must fulfill the University's general education requirements, either by transfer credit or by courses taken in residency. A maximum of 70 credits from a community college, AP, CLEP, DANTES, and/or IB may apply toward a bachelor's degree. For student participating at MCJU (Multnomah Campus of Jessup University) and Oregon residents in Online programs, a maximum of 60 units may be transferred from a community college that includes a maximum of 30 units from any non-instructional method (i.e. CLEP, DANTES, AP, IB).

The total number of upper division units required for a bachelor's degree is 36. All CLEP, DANTES, and CPL units must be completed by December 31 to be eligible for the commencement ceremony in May. A minimum of 50% of a major or minor must be taken with WJU. Certificates and Associate Degrees also require a minimum of 50% be completed with WJU. Some programs may require more than 50%.

### **Academic Requirements for Graduation**

In order to graduate, a student shall have a minimum cumulative grade point average of 2.0 for the total of all college-level credit attempted at Jessup University. Grades from outside institutions will not be used toward Jessup's GPA, regardless of transferability of the units. Specific degree program requirements must be met, including appropriate internship requirements, and 36 upper division units. Students participating in online programs while living in Oregon or attending the Multnomah campus must complete 40 upper division credit hours for graduation.

### **Resident Credit**

Resident credit means any course which is satisfactorily completed at Jessup, except credit earned by special examination or correspondence courses. A minimum of 30 units must be completed in residency to receive a degree or diploma from Jessup, and a candidate for graduation must complete 23 of the last 30 semester units in uninterrupted resident credit. The last seven units may be taken elsewhere in the last semester.

### **Post-Residency Graduation**

Students who have fulfilled the degree residence requirements may seek permission to complete final requirements at other regionally accredited colleges or universities by petitioning to graduate post-residency. A maximum of seven of the last 30 units of resident credit may be completed post-residency. Approval to graduate post-residency must be requested in advance. Major or minor course substitutions are to be pre-approved by the appropriate academic departments and GE courses must be pre-approved by the Office of the Registrar. Approval for post-residency graduation will hold catalog requirements for two years. Students may petition for post-residency graduation through the Office of the Registrar.

### **Spiritual Life Credits – Traditional Students**

Students are given multiple opportunities to engage in discipleship, outreach, and Christian service – both through Jessup-sponsored programs, and through local churches and nonprofits. In addition to ongoing chapel participation, all full-time traditional students are expected to complete a variety of experiences to earn 12 Spiritual Life Credits in order to graduate. Students may view their total accrued Spiritual Life Credits through the student portal as it is their responsibility to keep track of their total Spiritual Life Credits on the path to graduation.

Credit requirements are determined by the number of incoming units. For more information on spiritual life credit policies, please refer to the [Campus Ministries Webpage](#).

### **Application for Graduation**

All students completing a program who wish to have that program conferred (posted on transcript) must apply for graduation. Candidates for graduation must file an application with the Registrar by the given deadline per conferral date. Spring and Summer Graduation deadline is December 1<sup>st</sup>. Fall Graduation deadline is July 1<sup>st</sup>. [Application for Graduation](#). Upon obtaining the application, the student will list all remaining degree requirements, obtain the required approvals, and return the application to the Office of the Registrar. Students filing a completed application with the Registrar after the deadline will be charged a late fee. Graduation applications will not be accepted less than one month before conferral. A candidate who fails to graduate on the selected date is required to file a new application for graduation and pay a reapplication fee.

Candidates are cautioned to examine their academic records for accuracy and to verify completion of spiritual formation requirements prior to submitting their Application for Graduation. All spiritual formation credit must be completed prior to the student's degree posting date. A delay in completion will result in the degree being posted for a subsequent date. In addition, candidates for graduation from Jessup must satisfy the faculty as to their fitness for Christian ministry. Students may be disqualified from graduation for inappropriate moral, physical, or social behavior. For more information, a student should contact his/her Success Coach.

All CLEP, DANTES, and CPL units must be completed by December 31 to be utilized in the calculation of eligibility for the commencement ceremony in May, and August 31 to be utilized in the calculation of eligibility for the ceremony in December. All financial obligations must be fulfilled prior to graduation. A student may participate in the commencement ceremony with a maximum of six outstanding units. If these units are not completed in the term following commencement, then the student must re-apply for graduation.

Jessup has a commencement ceremony in the Fall and Spring. In order to be eligible to walk at the commencement ceremony, undergraduate students may have a maximum of 7 outstanding units to be completed in the following term. Graduate students must have completed all of the program requirements, including but not limited to clinical hours, thesis submission, and course completion.

All financial obligations must be fulfilled prior to graduation.

## Conferring Degrees

Degrees are conferred three times a year (August, December, and May) at the close of summer, fall, and spring terms. The date of the diploma reflects that session during which the degree requirements were completed, including spiritual formation requirements. Two commencement ceremonies are held each academic year at the close of the fall and spring semester. Students who have completed all requirements at any time during the previous year are eligible to participate.

In order to maintain the integrity of honors granted, diplomas will be mailed after all grades and outstanding requirements are received for the semester of graduation.

If the original diploma is destroyed, a duplicate may be ordered by contacting the Office of the Registrar. There is a fee for the replacement diploma. The new diploma will have a reissuing date as well as bearing the signatures of the current officials.

## Academic Honors at Graduation

Bachelor and Associate degree graduates who have completed at least 60 semester units at WJU are eligible for the following honors:

- Summa cum laude 3.85 to 4.00 GPA
- Magna cum laude 3.70 to 3.849 GPA
- Cum laude 3.50 to 3.699 GPA

Bachelor and Associate degree graduates who have achieved at least a 3.75 GPA but who have not completed 60 units in residence with WJU may graduate “with distinction.”

Certificates and second bachelor’s degrees are only eligible for “with distinction.” Jessup GPA (exclusive of transfer) must be 3.75 or above.

Honors in the commencement program are computed on grades through the fall semester for spring graduation, and spring summer semester for fall graduation. Honors on the diploma and transcript are based on all final grades received at WJU.

## Regalia

Student Regalia is ordered through Jostens.com. Regalia is determined by the Office of Academic Affairs.

Certificate:

- 1 four point “mortarboard” cap
- 1 Silver Bachelor level gown
- 1 Silver tassel with year date

Associate:

- 1 four point “mortarboard” cap
- 1 Royal Blue Bachelor level gown
- 1 Royal Blue tassel with year date

Bachelor:

- 1 four point “mortarboard” cap
- 1 Black Bachelor level gown
- 1 Black tassel with year date

Master:

- 1 four point “mortarboard” cap
- 1 Black Masters level gown
- 1 degree specific tassel with year date
- 1 degree specific hood with WJU school colors

## Commencement Regalia Policy

- Candidates for degrees must wear robes appropriate to their degree.
- Graduate candidates for master's degrees wear hoods around their necks and down their backs.
- Undergraduate degree candidates who will graduate with honors wear cords. Eligible students receive the honors cords from the university. Latin Honors include a gold tassel.
- Graduates with military service wear approved red, white, and blue cords.
- Culturally significant ornaments are permitted and may include feathers, leis, and stoles.
- Stoles, lapel pins, or cords may be worn by graduates who have participated in academic programs, degrees, honor societies, student organizations, and other campus affiliations.
- Mortarboards may be decorated on the top only and must be non-distracting to the ceremony and other graduates.
- Stoles and other ceremonial ornaments must comply with University standards.
  - Stoles may not be more than three inches in width.
  - Use of University marks (logo, seal) must be approved by the Office of the Vice President for Academic Affairs.
  - **Note: Gold cords are reserved for university honors. Red, white, and blue cords are reserved for military service.**
  - Graduates will be asked to remove any adornments that are offensive or that do not comply with this policy prior to entering the arena floor.
  - All adornments (stoles, ribbons, sashes, etc.) must be approved by the Office of Academic Affairs at least 30 days prior to the graduation ceremony. Letters or e-mails requesting approval should be sent to [registrar@jessup.edu](mailto:registrar@jessup.edu) and must include an image of the requested adornment.

Questions regarding academic regalia may be directed to the Office of the Vice President for Academic Affairs.

## Name Change Policies and Procedures

### Name Change

A student's name of record at WJU is considered to be the legal name under which the student was admitted to the University. Students who wish to change their name in their official academic record must fill out and submit a [Student Information Change Form](#), accompanied by a notarized copy of an acceptable legal document reflecting the name change, and submit them together to the Office of the Registrar.

Acceptable legal documents are a marriage license bearing the filing stamp from the county or parish in which the license was issued, divorce decree that reinstates the maiden name, court order, valid passport, or birth certificate. Documents that are not considered acceptable legal documents include a social security card or a notarized statement. For international students on a visa, the name must reflect the name that appears on the visa.

Upon receipt of the supporting documentation, the official name in the student's academic record will be changed in the student information system. Although the name will be changed in the academic record and on the official transcript, the former name will be maintained in the University's student information system and any previous existing paper records for cross-referencing.

In the case where a student's academic record is maintained on paper or has been scanned and is not in an editable digital format, the Office of the Registrar will re-create a transcript record in the student information system with the student's new name. The student's former name will also be maintained in the student information system for cross-referencing.

### Other Considerations

A current student's updated name will be reflected in the student's official records and documents including the student's WJU identification card, online directory listing, and class rosters.

If a student has legally changed his or her name, the student may visit the Information Technology Services HelpDesk to change their Jessup University email address. Students who legally change their name should obtain a new WJU identification card with the new name from the Student Development Office. There is no additional cost to obtain a identification card for a name change.

Current students receiving financial aid will also need to contact the Financial Aid Office to determine if the name change needs to be completed on their federal records in order to avoid delays in processing FAFSAs and associated tax documents.

# Undergraduate Expenses

## Tuition and Fees

Contact the Admission Office for Jessup's current tuition package and fee schedule, including residence costs. The [current tuition and fee schedule](#) can also be found on our website.

## Residence Costs

All unmarried traditional students under 22 years of age who are below senior standing are required to live in University housing unless they live with approved family members or meet other special circumstances. Room and board charges will be included in each semester contract. New students will receive instructions and login information for the housing portal from the Admission Office. Returning students participate in the housing lottery selection process.

## Deferred Payments Payment Information

All charges for a semester are considered due and payable in full upon execution of the student's semester contract at registration. Students who are unable to pay in full at registration may enroll in a payment plan. Students must enroll in a payment plan by the published deadline at the beginning of each semester. There is an enrollment fee each semester with this payment option.

## Institutional Refund Policies

**Tuition and Fees:** Students who must withdraw from a class or classes during the semester may receive a refund of a percentage of the semester's tuition and fees charges. To receive a refund, students must withdraw online or, in extenuating circumstances, complete a drop form found online at my.jessup.edu. The date of withdrawal for refund purposes is determined by the date the student withdraws from the course online, or in some cases, the last date a student has attended an academically-related function (typically the last date they attended class or submitted a paper or final). Refunds indicated are percentages of total tuition charges, not of amounts paid to date of withdrawal. The student may be required to pay unpaid charges.

Financial aid eligibility is 'earned' based on how many days a student is enrolled in the term/payment period. When a student withdraws from all courses, the percentage of aid earned is calculated and 'unearned aid' is returned to the appropriate funding agency. Once a student has attended 60% of the term/payment period, financial aid is considered to be 100% earned in full. **NOTE:** *Dropping a partial number of units will result in your financial aid eligibility being recalculated. Jessup takes a conservative approach on recalculating eligibility and will recalculate all forms of financial aid up to the 60% point of a term/payment period. Our Pell recalculation date is the last day of the term.*

**Federal Title IV Financial Aid** (Pell Grant, SEOG, Direct Loan, and Parent PLUS Loan) is refunded based on Return to Title IV regulations using the Federal R2T4 software.

**State Financial Aid** (Cal Grant) is typically refunded when a student withdraws. However, in certain circumstances, it may be beneficial for a student to use Cal Grant eligibility despite withdrawing from school. Those situations will be handled on a case-by-case basis.

**Jessup Institutional Aid** is earned similar to the tuition refund policies below. For example, if a student withdraws and receives an 80% refund of tuition, then the student will also have 80% of Jessup institutional aid debited/refunded.

**Military Students:** A student who must withdraw for military purposes shall be refunded 100% of fees and tuition paid, regardless of the date of withdrawal. Documentation is required.

**Appeals Process:** Students may appeal an enrollment decision based on finances through the normal Academic Review and Appeal Process. Typical response time is within 3 school days of the appeal filing. Appeals are processed and outcomes determined by the Registrar's office. **DISPUTED AMOUNTS:** Students may withhold payment of any disputed amount until the billing inquiry is resolved, which usually takes less than two weeks. A billing inquiry must be made no later than 30 days after the original statement on which the error or problem appeared. **RIGHTS FOR FUTURE TERM:** Any past due account balance may restrict students from registering for the next term. The Student Financial Services Office can deem a student ineligible for payment plans in future terms based on past payment history.

## Fifteen (15) Week Course Tuition Refund Policy (in-person delivery and/or block tuition refund schedule)

For traditional undergraduate students, tuition refunds are based solely on the following schedule regardless of the course type or course start date (e.g. online, **ADC**, etc.). For example, a student who is enrolled in an online course that begins on the eighth week of school and who decides to withdraw from the course during the seventh week of school will receive a 40% refund, if applicable.

Before or during the first week of instruction	100%
After the first week but before the end of the third week of instruction	80%
After the third week but before the end of the ninth week of instruction	40%
After the end of the ninth week of instruction (last day to withdraw is the 70 <sup>th</sup> day of the term)	No refund

### Seven (7) and Eight (8) Week Course Refund Policy (in-person delivery and MACP)

By the fifth day of the session	100%
Between the sixth and 10 <sup>th</sup> day of the session	80%
Between the 11 <sup>th</sup> and 25 <sup>th</sup> day of the session	40%
26 <sup>th</sup> day of the session or later (last day to withdraw is day 33)	No refund

### Seven (7) and Fifteen (15) Week Course Refund Policy (online and synchronous delivery, not MACP)

Students who are charged on a per unit basis and are enrolled in online or synchronous courses will have refunds for online and synchronous courses distributed incrementally based on percentage of course delivered and the date of the drop/withdrawal, until 40% refund. After the 40% threshold, students will receive a 0% refund and are able to withdraw from the course during the first 1/3 of the term.

Example of a 7-week refund schedule	Refund
Day 1 or prior	100%
Day 2	96%
Day 3	94%
Day 4	92%
Day 5	90%
Day 6	88%
Etc.	
Day 29	41%
Day 30	39%
Day 31	No refund
Day 32	No refund
Day 33 (last day to withdraw)	No refund

Example of a 15- week refund schedule	Refund
Day 1 or prior	100%
Day 2	98%
Day 3	97%
Day 4	96%
Day 5	95%
Day 6	94%
Etc.	
Day 62	41%
Day 63	40%
Day 64	No refund
Etc.	
Day 69	No refund
Day 70 (last day to withdraw)	No refund

^^In compliance with OAR 583-030-0035(18)(c), online degree students who are residents of the state of Oregon and the Multnomah campus are granted a prorated reversal of tuition charges up until 50% of the duration of the course.

Week	Program: 15 Weeks	Program: 7 or 8 Weeks	Program: 6 Weeks	Program: 3 Weeks
Week 1	100%	100%	100%	100%
Week 2	93%	85%	80%	50%
Week 3	86%	71%	50%	
Week 4	80%	50%		
Week 5	73%			
Week 6	66%			
Week 7	60%			
Week 8	50%			
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				

Out of State Refund Schedules are found at our State Disclosure page: [jessup.edu/about/consumer-information/state-disclosures/](https://jessup.edu/about/consumer-information/state-disclosures/)

## Residence Refund Schedule

### Fees associated with Residence Termination/Cancellation:

Resident understands that once he/she is assigned a space and/or occupies a room in the Residence Halls or Apartments, he/she is not allowed to cancel or be let out of this Agreement unless approved by the Director of Residence Life and Housing and the Director of Student Life (and if approved, there will be a processing fee associated with terminating the full year contract). If Resident must cancel a room reservation or be released from this Agreement prior to August move in (for the fall semester) and prior to January move in (for the spring semester), here are the fees associated with Agreement cancellations prior to moving in:

#### \*Returning Students\*

Cancellation without penalty before: April 25 - [not applicable for Spring only housing]  
Cancellation \$150 on or after: April 26 - [not applicable for Spring only housing]  
Cancellation \$250 on or after: May 1 - [not applicable for Spring only housing]  
Cancellation \$500 on or after: July 20 - [December 15 for Spring only housing]  
Cancellation \$900 on or after: August 1 - [January 1 for Spring only housing]  
Cancellation period ends on or after: August move in date (Fall) / January move in date (Spring)

#### \*New Students\*

Cancellation without penalty before: July 10 - [December 20 for Spring only housing]  
Cancellation \$150 on or after: July 11 - [December 21 for Spring only housing]  
Cancellation \$500 on or after: July 20 - [December 26 for Spring only housing]  
Cancellation \$900 on or after: August 1 - [January 1 for Spring only housing]  
Cancellation period ends on or after: August move in date (Fall) / January move in date (Spring)

### University Refund Schedule:

Residents who cancel the Agreement on or after August move in, 2024 or January move in, 2025 could be responsible for the entire semester's housing charge. The only exception would be if a student gets married, has active military duty, or withdrawals from Jessup University. Residents who withdraw during the semester will be billed according to the university refund schedule. The amount will be prorated, based on the date that the Resident vacates their room, completes the mandatory check-out process, and turn in their room key to the Student Life office.

The schedule is such:

*Through the first week of classes 90%*  
*Through the third week of classes 80%*  
*Through the fourth week of classes 70%*  
*Through the fifth week of classes 60%*  
*Through the sixth week of classes 50%*  
*Through the ninth week of classes 40%*  
*After the ninth week of classes 0%*

### Food Service

Student understands that a material condition of this Agreement is that he/she participate in a campus meal plan, and agrees to elect a plan from the list of available options. The 19 Meal plan is the minimum required plan for all first time/first year students living in the residence halls. This requirement is for the whole academic year. Student may increase his/her meal plan at any time. Student may decrease or cancel their meal plan based on the dates set by Residence Life & Housing staff and posted [here](#). Meal plan usage is not available outside of Agreement periods (the weeks of Thanksgiving break, Christmas break, and spring break, food services are closed). Exceptions may be made for medical reasons, upon written verification by a physician and with the approval of the Disability Support Services office.

Availability of food service will be as set forth in the schedule published by the University. Student will receive the amount of the chosen meal plan as a number of meal credits/swipes ("Swipes") on his/her University Student ID card and to be used for the purchase of food with Bon Appetit, starting with dinner on August 20, 2024. Student may make use of the Bon Appetit Weekly Plan, Block Plan, and/or Flex Credits/Dollars to pay for guest meals. For Weekly plans, All Swipes will expire at the end of each week. For Block Plans, All Swipes will expire on the last day of finals at the end of each term (for example, Fall 2024 Block plans end December 8, 2024). All Flex Plans will expire upon the close of the Academic year, April 26, 2024; any unused portions of Flex Plans will be forfeited.

Summarizing:

- All Jessup University TRAD (Traditional Undergraduate Students) are required to have a meal plan. Commuters may choose the appropriate Commuter plans and all Residential students choose based on their living area and/or class level.
- Unused Block Plan Swipes are lost at the end of each semester (swipes do not carry over).
- Unused Weekly Meal Plan Swipes are lost at the end/beginning of each week.
- Unused Flex Credits/Dollars roll over from Fall to Spring semester.
- Flex Credits/Dollars will be voided/lost upon the close of the Academic Year.

### Medical Insurance Information

All students, domestic and international, are asked to provide medical insurance information for emergency purposes. International students attending Jessup on a student Visa are required to have medical insurance coverage within the U.S. while in the States and must provide proof to the university during the Admission/Arrival process and renewed annually. Student athletes are required to have a primary insurance provider and are also enrolled in secondary coverage as part of their athletic participation contract.

## Student Care Immunization Recommendation

Jessup University does not require undergraduate students to show proof of immunizations. However, we strongly recommend obtaining the measles, mumps, and rubella (MMR) vaccination; please note that two vaccines are required in a lifetime to complete immunization.

We also recommend a tuberculosis screening using one of the three options below:

- Complete TB screening questionnaire;
- IGRA blood test (TB Gold or T spot); or
- TB skin test (PPD)

Other recommended vaccinations include:

- Tetanus booster within the last 10 years (Tdap preferred)
- Hepatitis B (series of three shots)
- Meningitis: For incoming freshmen and those living in the residence halls or in close contact, there are two types of meningitis vaccines to consider as they cover different strains of meningitis.
  - Serogroup B (Trumenba or Bexsero)
  - Serogroup A, C, W, Y (Menactra or Menveo)

For more information, consult the [Off to College – Meningococcal Flyer](#) published by the State of California, Health and Human Services Agency, Department of Public Health, Immunization Branch, 850 Marina Bay Parkway, Richmond, CA 94804.

## Athletic Insurance/Participation Fee

An athletic insurance/participation fee will be charged to all students eligible to participate in the University's intercollegiate athletic programs. This fee is mandatory and cannot be waived with proof of insurance. Athletes are required to pay the full amount before participating in any practice or team activity. This is an annual fee and is not prorated.

## Financial Aid - Undergraduate Programs

We believe that your education is an investment in your future and our goal is to assist you in any way possible with the cost of that investment. Therefore, Jessup University participates in federal, state, and institutional programs designed to help fill the gap between the cost of your education and your ability to pay for it.

### Application Procedures and Deadlines

Students are required to apply for financial aid each year to qualify for federal, state, and need-based institutional money. The Free Application for Federal Student Aid (FAFSA) must be completed to determine eligibility for federal grants, loans, state aid, and need-based institutional aid. If a student does not wish to utilize any funds from these categories, please notify the Financial Aid Office that you are waiving your right to file the FAFSA. In addition to the FAFSA application, certain institutional awards will require additional applications specific to those awards.

**Federal Deadline:** A student may apply for federal funds at any time during the year by filling out the FAFSA. However, payment of your charges is required before enrollment, so it is encouraged to apply early so your eligibility can be factored into your total outstanding charges.

**State Deadline (for new Cal Grants):** Incoming freshman students from high school must submit both the FAFSA and the GPA Verification Form postmarked on or before the March 2 deadline in order to be considered for Cal Grant for the following year. Continuing students simply need to complete the FAFSA again the next year to continue to receive the award.

**Institutional Priority Deadline:** The priority deadline for institutional aid is May 1 for enrollment in the fall semester and December 1 for enrollment in the spring semester. Institutional aid funds are limited by availability. If funds run out, late applicants may not be eligible for institutional aid.

The following is a simple explanation of how to apply for financial aid at Jessup University:

1. Complete the FAFSA at [www.studentaid.gov](http://www.studentaid.gov). Jessup's school code is 001281.
2. An electronic Student Aid Report (e-SAR) will be emailed to you within a few days. (Check your junk mail!) The e-SAR is a report of all the information you reported on the FAFSA and provides you with your Student Aid Index (SAI). When you receive your e-SAR, check for any corrections that need to be made. Your FAFSA information is sent electronically to Jessup.
3. You may receive an email from the Financial Aid Office requesting additional documents for a process known as **verification**. Some students will be selected by the Department of Education to have their FAFSA information double-checked for accuracy by the Financial Aid Office.
4. Complete all admissions requirements. You must be granted admission before you can receive an official Financial Aid Offer.
5. You can expect to receive a Financial Aid Offer Letter within two to three weeks of being accepted. Review the letter and log on to your Student Portal to Accept/Decline your loans.
6. If you indicate you will be taking out a student loan, you will need to complete a Master Promissory Note (MPN) and Entrance Counseling. These can all be done online at [www.studentaid.gov](http://www.studentaid.gov). If a parent is interested in taking out a Parent PLUS loan, please speak with your financial aid counselor.

The Financial Aid section of the Jessup website ([www.jessup.edu/financial-aid](http://www.jessup.edu/financial-aid)) is full of additional information which you may find helpful in your journey. Please feel free to reference it at any time. If you have any further questions, please do not hesitate to email us at [financialservices@jessup.edu](mailto:financialservices@jessup.edu) or call at 916.577.2233.

In order to qualify for federal and state aid programs, an eligible student must:

1. Be a U.S. citizen, a U.S. permanent resident, or an eligible non-citizen.
2. Be enrolled as a regular student in a degree program. The student must complete requirements for a degree within 150% of the normal time allotted for that degree (e.g. six years to complete a four-year bachelor's program).
3. Have a high school diploma, GED, certificate of completion of a state approved home school program, two years of college course work which are completely transferable to a bachelor's degree, or have passed a federally approved Ability to Benefit test within the last twelve months.
4. Be enrolled in at least six units to qualify for federal grants, state aid, institutional aid, and student loans. Certain federal grant programs are available to students enrolled in as few as three units per semester. If units are dropped during the semester, the amount of financial aid awarded is subject to change.
5. Not be currently in default on a prior student loan or owe money to a federal student aid program.

### Federal Aid

**Pell Grant:** This federal grant, based on financial need, is available only to students working toward their first bachelor's degree. Awards range from \$740 to \$7,395 per year.

**Federal Supplemental Educational Opportunity Grant (FSEOG):** This federal grant of up to \$420 is for students with exceptional need. Students must have received a Pell Grant to be eligible for any FSEOG funds. Amount subject to availability of funds.

**Federal Stafford Loan:** This federal student loan program provides low interest loans directly from the federal government to help pay educational expenses for students who attend at least half-time (six units). Loans vary in amount based upon each student's grade level and dependency status. Students may be eligible for a subsidized Stafford loan, in which the government pays the interest on the loan while students are in school, and/or an unsubsidized Stafford loan, for which the student is responsible for paying the interest either during or after school. Repayment on Stafford loans begins six months after a student graduates, drops below half-time, or withdraws from school.



**Federal PLUS Loan (Parent Loan for Undergraduate Students):** This federal loan program provides loans at low interest rates to parents of eligible students. (The student must still be a dependent, according to the FAFSA.) There are three repayment options:

1. Immediate repayment of loan principal and interest within sixty days of the full disbursement of the loan
2. Interest only payments while the student remains in school
3. Deferment of all payments until the student graduates or drops out of school (interest accumulates and is added to the principal of the loan)

**Federal Work Study (FWS):** This program enables eligible students to earn a portion of their financial aid award through federally subsidized employment through Jessup. Work study jobs are available both on and off campus.

**Veterans' Educational Benefits and Vocational Rehabilitation Benefits:** Jessup University is approved for coordination of both of these programs. Jessup also participates fully in the Yellow Ribbon program. Specific documentation will need to be provided by the student, and it is the student's responsibility to notify the Financial Aid Office of eligibility in either program.

#### **State Aid**

**Cal Grant A:** This grant, awarded by the State of California, is based on California residency, GPA, and financial need. Students must submit the FAFSA and a GPA Verification Form by March 2 in order to be considered for Cal Grant. If you are home-schooled and a WSCUC accredited school cannot certify your high-school GPA, you can use your GED or ACT/SAT scores. The California Student Aid Commission will use your test score for Cal Grant consideration purposes. This award is worth \$9,358 for the 2024-2025 school year.

**Cal Grant B and Cal Grant B Access:** This state grant is available only to California residents who come from low-income, disadvantaged backgrounds with high academic potential and demonstrate substantial financial need. In the first year of college, a student receives the Access portion only – \$1,648 for books and living expenses. The Financial Aid Office will apply the Access portion to a student's charges at Jessup each year unless a written request is submitted to the Financial Aid Office requesting the money be disbursed directly to the student. In subsequent years, the award amount will be \$11,006 – consisting of the normal Cal Grant amount plus the Access portion (disbursement policy for the Access grant applies each year).

**California Chafee Grant:** This state grant of up to \$5,000 is available for foster youth and former foster youth to use for career training and/or college courses. To qualify, you must be eligible (or have been eligible) for Independent Living Program (ILP) Services between your 16<sup>th</sup> and 18<sup>th</sup> birthdays and have not reached your 22<sup>nd</sup> birthday by July of the award year. More information and a supplemental application can be found on the California Student Aid Commission Chafee Grant website at <https://www.csac.ca.gov/california-chafee-grant-program>.

**California Students with Dependent Children (SWD) Grant:** This state grant of up to \$6,000 is available for students who have dependent children. The Students with Dependent Children (SWD) Grant increases the Cal Grant award by up to \$6,000 for qualifying Cal Grant A and B recipients and up to \$4,000 for qualifying Cal Grant C recipients. To qualify, the student must have dependent children that are under 18 years of age for whom they provide more than half of their financial support during the academic year. More information can be found on the California Student Aid Commission website at <https://www.csac.ca.gov/students-dependents>.

## **Institutional Aid for Traditional Programs Offered on Campus**

### **Institutional Aid for Students Entering Jessup for the First Time (beginning in 2024-2025)**

Jessup offers various tuition scholarships, grants, and awards to new and returning students in the traditional program only. Application information can be requested from the Financial Aid Office or viewed on our website at <http://www.jessup.edu/financial-aid/undergraduate/>. Note that some grants require a specific application. Application for all institutional aid must be made by the priority deadline of May 1 unless otherwise specified in the following information.

- **Students living on campus** may receive up to 100% of their tuition charges for any term from Jessup Institutional Aid.
- **Commuter students** may receive up to 75% of their tuition charges for any term from Jessup Institutional Aid.
- **The total of all Jessup institutional aid awards combined with Cal Grant** (excluding the subsistence portion of Cal Grant B, and institutional aid for NCAA athletes) cannot exceed 100% of tuition and fee charges.
- **All Jessup institutional aid awards are based on one academic year of enrollment at full-time status.** Amounts are split in half and offered each semester, and students enrolled in only one semester will receive 50% of the total amount. Students enrolled less than full-time will have awards prorated accordingly based on the number of units for which they are enrolled each term.

### **JESSUP SCHOLAR AWARD FOR FIRST-TIME FRESHMAN**

<b>Amount:</b>	Full Tuition Scholarship. Replaces all other institutional aid.
<b>Eligibility:</b>	The Jessup Scholar award, named after our founder, is a competitive award for first-time-freshman students who have achieved academic excellence and are committed to becoming change agents in the world through servant leadership, ingenuity, and unwavering faith in Christ. Applicants must have an academic GPA of 3.80+
<b>Deadline:</b>	Applicants must have completed the process of applying for admission and submit the Jessup Scholar Showcase Application with the essay response by December 1st.
<b>Renewal:</b>	Annually renewable if the recipient maintains a WJU GPA of 3.50 or above, maintains full-time status, does not take more than one approved semester leave of absence, and lives on campus for at least the first two years. If the Jessup Scholar recipient drops below a 3.5 WJU GPA but remains above a 3.0 WJU GPA they will be dropped to a Presidential Scholarship award (based on their Admission's GPA & SAT/ACT scores). If

the Jessup Scholar recipient drops below a 3.0, they will permanently lose their Presidential Scholarship award but they may be able to earn a \$2,000 Academic Scholarship.

**Application:** [Jessup Scholar Showcase Application](#)

**FIRST-TIME FRESHMAN AND FRESHMAN TRANSFER ACADEMIC SCHOLARSHIPS** are determined by using high school transcripts submitted through the 7th semester of senior year. SAT/ACT tests taken by April 1 of senior year will also be evaluated, if submitted.

**Freshman Transfer Students** are those students who have attempted less than 30 college semester units prior to transferring to Jessup University. Students who have completed 30 or more college units prior to graduating high school may still be considered first-time freshmen if they have not completed further units after high school graduation.

**NOTE:** Academic awards are based on transcripts/test scores given at the time of Admission. Students may resubmit additional transcripts and test scores before April 1st in order to have their academic scholarship reevaluated for a maximum \$1,000 increase in the yearly value of the award. The above review process is not automatic and must be initiated by the student by April 1 of their Senior year. Academic scholarship decisions, like admission decisions, are contingent upon verification of OFFICIAL transcripts.

**Academic Achievement Awards** are given to those first-time freshmen and freshman transfers with an eligible GPA. Amount according to the matrix above.

*Academic scholarships, excluding Jessup Scholar award, are renewable with a cumulative WJU GPA of 3.00.*

### Academic Scholarships for First Time Freshmen and Freshman Transfers

Academic Award	Amount (per year)	Academic GPA*
Presidential Scholar	\$12,000	3.75+
VPAA Scholar	\$10,000	3.5 – 3.75
University Scholar	\$8,000	3.25-3.49
Dean Scholar	\$6,000	3.00 – 3.24

#### ACADEMIC SCHOLARSHIPS FOR TRANSFER STUDENTS

These awards will be granted to all eligible transfer students in the traditional undergraduate program with 24 or more academic transferable semester units. Eligibility is determined at the time of acceptance and is annually renewable by maintaining a cumulative WJU GPA of 3.0.

Transfers with less than 24 academic semester college units completed at the time of application, with a minimum college academic GPA of 3.00, will have their scholarship award determined by a combination of their high school (academic GPA and SAT/ACT) and college records, using the dollar amounts of the transfer awards.

*Note\* Academic GPA is determined by the Director of Admission at the time of formal acceptance into the traditional undergraduate program at Jessup University. Eligibility will not be re-evaluated based on subsequent tests or coursework. Eligibility is determined by Academic GPA and number of academic transferable units.*

#### Academic Scholarships for Transfer Students

Academic Award	Amount (per year)	Academic GPA*
Transfer Scholar Award I	\$10,000	3.80+

<i>Transfer Scholar Award II</i>	\$7,000	3.40 – 3.79
<i>Transfer Scholar Award III</i>	\$5,000	3.00-3.39

#### **ATHLETIC SCHOLARSHIP**

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Traditional undergraduate or graduate students competing in intercollegiate athletics may be eligible to receive an Athletic Scholarship. Varsity Athletes may stack Academic, Performance (Choral, theater) & Athletic Aid only.
<b>Deadline:</b>	Determined by the Athletic Department.
<b>Renewal:</b>	Determined by the Athletic Department.

#### **CHRISTIAN HIGH SCHOOL GRADUATE SCHOLARSHIP**

<b>Amount:</b>	\$2,000 per year
<b>Eligibility:</b>	First-time freshman. Student must graduate from an ACSI accredited high school. Final official high school transcripts with graduation date will serve as final verification.
<b>Deadline:</b>	Eligibility determined at time of acceptance.
<b>Renewal:</b>	Annually renewable. Student must maintain satisfactory academic progress.
<b>Application:</b>	No Application Required

#### **CHURCH PARTNERSHIP GRANT**

<b>Amount:</b>	\$2,000 per year.
<b>Eligibility:</b>	This need-based grant is available to new students who, <u>at the time of initial enrollment</u> , are members of/actively participating in a church that financially supports Jessup University. Current students may also apply if the student was a member of/actively participating in a partner church at the time of initial enrollment; or the church becomes a partner while the student is currently enrolled; and that church continues to be the student's church home. If other scholarships or grants are secured by a student after the awarding of a Church Partnership Grant, the amount may be reduced.  This grant recognizes both the church's partnership with WJU and the recipient's past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
<b>Deadline:</b>	Church Partnership Grant Application must be submitted by May 1. If funds are available, students who miss the Fall deadline may apply for a Spring award by December 1. Funds are limited. Priority given to early applicants.
<b>Renewal:</b>	This grant must be applied for each year with a new application.
<b>Application:</b>	<a href="#">Church Partnership Grant Application</a> — should be filled out by a pastor (at the supporting church) who knows the applicant well.

#### **COMMUNITY COLLEGE GRANT**

<b>Amount:</b>	\$2,500 per year
<b>Eligibility:</b>	This grant is offered to new traditional program transfer students coming from a community college who have completed at least 24 transferable semester units at the time of acceptance with a minimum 2.0 GPA. Students who are enrolled in classes at a community college upon acceptance into WJU that will bring them above 24 transferable units will provide a final, official transcript showing the college credit in order to receive the award.
<b>Deadline:</b>	Eligibility determined at time of acceptance.
<b>Renewal:</b>	Annually renewable. Student must maintain satisfactory academic progress.
<b>Application:</b>	No application required.

#### **DIVERSITY GRANT**

<b>Amount:</b>	Up to \$2,500 per year
<b>Eligibility:</b>	This grant is for new Traditional Undergraduate students only. This grant is competitive and based on financial need, academic achievement, and demonstrated leadership and vision through multiculturalism. Applicants must be an incoming freshman or transfer student, must have a minimum 2.80 academic GPA, and must live on-campus in order to receive this award.
<b>Deadline:</b>	The Diversity Grant Application is due TWO weeks from the time of acceptance. Notifications will be sent out on a rolling basis.
<b>Renewal:</b>	Annually renewable by maintaining a cumulative WJU GPA of 2.00 or above. Students must be active with multicultural educational activities on campus and must continue living in the on-campus housing.
<b>Application:</b>	<a href="#">Diversity Grant Application</a> and <a href="#">FAFSA</a>

#### **DONOR DESIGNATED SCHOLARSHIP**

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Incoming and returning Jessup students are eligible to apply for privately funded scholarships designated by the donor. Click <a href="#">HERE</a> to view the list of currently available scholarships.

**Deadline:** Application open from January through March.  
**Renewal:** Non-renewable. Must apply every year to be reconsidered.  
**Application:** [Donor Designated Scholarship Application](#)

#### **HOMESCHOOL SCHOLARSHIP**

**Amount:** \$2,000 per year  
**Eligibility:** First-time freshmen. Student must complete all four years of high school through a traditional homeschool program/network; Does not include charter school/hybrid online/Independent Study Program (ISP). Final official high school transcripts with graduation date will serve as final verification and a letter from homeschool program teacher/administrator demonstrating homeschool eligibility.  
**Deadline:** Eligibility determined at time of acceptance.  
**Renewal:** Annually renewable. Student must maintain satisfactory academic progress.  
**Application:** No application required

#### **INCOME SHARE AGREEMENT**

**Amount:** \$2,500  
**Description:** Deferment of tuition obligation without any interest penalties and dependent upon your ability to repay after securing employment. Income Share Agreements (ISA) are applied before any other Jessup Aid and will reduce your other scholarships that are subject to commuter limits or tuition limits as described in the Undergraduate Institutional Aid Policy above. Declining an ISA will not increase your aid eligibility.  
**Deadline:** Eligibility determined at time of acceptance.  
**Renewal:** Annually renewable up to a maximum lifetime amount of \$10,000 over 4 years. Student must maintain satisfactory academic progress.  
**Application:** After the award is accepted in the student's financial aid portal, completion of an application through Outcome Group is required.

#### **LEGACY SCHOLARSHIP**

**Amount:** Up to \$2,000 per year  
**Eligibility:** This scholarship exists to honor the legacy left behind by our Jessup University Alumni. The Legacy Scholarship is available to any sibling or direct descendant (parent, grandparent, great grandparent) of a Jessup University Alum.  
**Deadline:** Eligibility determined at time of acceptance.  
**Renewal:** Qualifying students must maintain satisfactory academic progress.  
**Application:** [The Legacy Scholarship Application](#)

#### **MINISTRY WORKER GRANT**

**Amount:** \$2,500/per year for full-time Undergrad students  
**Eligibility:** This grant is available to traditional undergraduate program students who are involved in full-time, paid ministry, or who are the unmarried dependent of someone who is involved in full-time, paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church or other non-profit organization that focuses on spreading the gospel of Christ. See the Ministry Worker Grant Application for more information.  
**Deadline:** To be eligible for the award, you must submit your application within your first year at Jessup. Awards will be applied to the next term.  
**Renewal:** Annually renewable with a WJU GPA of 2.0 or above and upon proof of continued full-time employment in paid ministry.  
**Application:** [Ministry Worker Grant Application](#) and [FAFSA](#)

#### **MULTNOMAH STUDENT TEACH-OUT AWARD**

**Amount:** TBD  
**Eligibility:** Students in the Multnomah teach-out are subject to the Multnomah tuition and fees until the end of the teach-out agreement.  
**Deadline:** Current, continuing Multnomah students only will be automatically included.  
**Renewal:** Renewable until these students end enrollment through graduation or withdrawal.  
**Application:** No application required

#### **MULTNOMAH STUDENT – OTHER AID MATCH AWARD**

**Amount:** TBD  
**Eligibility:** Students in the Multnomah teach-out are eligible to receive the institution aid they received while enrolled as a Multnomah student.  
**Deadline:** Current, continuing Multnomah students only will be automatically included.  
**Renewal:** Renewable until these students end enrollment through graduation or withdrawal.  
**Application:** No application required

#### **OUT OF STATE GRANT**

**Amount:** \$3,000 per year  
**Eligibility:** First-time freshmen entering the Traditional Undergraduate Program who are not California Residents AND who graduated from a High School outside the state of California. Must be a US Citizen or an eligible non-citizen.  
**Deadline:** No deadline. Eligibility determined at time of initial Financial Aid package.  
**Renewal:** Annually renewable. Student must maintain satisfactory academic progress (as defined by the WJU Catalog).  
**Application:** No application required.

### **MUSICAL PERFORMANCE SCHOLARSHIP**

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Traditional Undergraduate Program students who excel in musical talent and ability may audition with the Music Department Chair for this grant.
<b>Deadline:</b>	Determined by the Music Department.
<b>Renewal:</b>	Determined by the Music Department.

### **THEATRE ARTS SCHOLARSHIP**

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Traditional Undergraduate Program students who excel in Theatre Arts may audition with the Theatre Arts Department Chair for this grant.
<b>Deadline:</b>	Determined by the Theatre Arts Department.
<b>Renewal:</b>	Determined by the Theatre Arts Department.

### **PROGRAM SCHOLAR AWARD**

<b>Amount:</b>	\$5,000 per year
<b>Eligibility:</b>	Each academic program at Jessup University offers a program-specific scholar award. These awards honor students who strive for academic excellence, are pursuing their purpose with passion, and seeking to be a light in the world. Applicants must have an academic GPA of 3.00+
<b>Deadline:</b>	New students, who have been accepted to the university, must submit the Jessup Scholar Showcase Event Application with the essay response. Students must apply by January 1.
<b>Renewal:</b>	Annually renewable if the recipient maintains a WJU GPA of 3.00 or above and remains enrolled in the awarding program.
<b>Application:</b>	<a href="#">Program Scholar Award Application</a>

### **JESSUP UNIVERSITY GRANT**

<b>Amount:</b>	Up to \$18,000 per year
<b>Eligibility:</b>	This need-based grant is determined at the discretion of the Director of Financial Aid after all other scholarships and grants are considered (prior to loans). This grant is used to assist in meeting financial need as determined by the FAFSA. If other scholarships or grants are secured by a student after the awarding of a WJU Grant, the amount of this grant will be reduced.
<b>Deadline:</b>	No deadline.
<b>Renewal:</b>	Student must maintain satisfactory academic progress. The amount of this grant is subject to change each year based on changes to your Award eligibility and need as determined by the FAFSA.
<b>Application:</b>	No application allowed.

### **OUTSIDE SCHOLARSHIPS**

<b>Amount:</b>	Unlimited
<b>Eligibility:</b>	Jessup encourages students to seek outside scholarships. These funds are available to students who seek them out and apply to as many as they are eligible for.
<b>Renewal:</b>	Non-renewable. Students must apply every year to be considered.
<b>Application:</b>	Varies. Please start <a href="#">HERE</a> for a list of possible scholarships.

### **Policies Regarding Outside Aid**

Students are encouraged to investigate other sources of financial assistance, including churches, employers, corporations, Internet scholarship searches, and other organizations. Lists of available Internet scholarship searches may be obtained from the Forms and Resources section of the Financial Aid website at [www.jessup.edu/financial-aid/forms-resources/](http://www.jessup.edu/financial-aid/forms-resources/).

Students who receive financial aid are required to report to the Financial Aid Office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in a delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state or institutional policies, no other awards will be reduced.

### **Satisfactory Academic Progress (SAP) Policy**

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum
2. Pace of Completion (POC)
  - a. All students must complete at least 67% of their units attempted. (POC = total units completed/total units attempted)

### 3. Duration of Progress

- a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 128 units for graduation, a student may not receive aid after he or she has attempted 192 units. Federal regulations specify that *“a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length.”*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student's pace of completion.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted. Only grades from Jessup courses attempted will be counted in the GPA for all students.

Non-credit remedial courses do not count as either attempted or completed, but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A “D” grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

- Undeclared (NDS): 60 units
- AA/AS programs: 92 units
- BA/BS programs: 180-192 units
- MAcc program: 45 units
- MAEd program: 54 units
- MAL program: 54 units
- MAT program: 62 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units
- MSBA program: 54 units
- MAC program: 90 units
- MDIV program: 117 units
- MAGDJ program: 54 units
- MSML program: 45 units
- MATS program: 72 units
- DMIN program: 48 units (pending DOE approval)

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 67%, a student can be assured they will complete degree requirements in the federally required time frame.

#### Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on Probation Status or Suspension Status the previous semester they attended. A student may only be in Warning Status for one semester in a row
- Probation Status – student was on Warning Status the previous semester they attended, they did not reach the minimum SAP program requirements and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Satisfactory Academic Progress will be reviewed at the end of each semester. At each review, a student's quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a failure notice and all of his/her

financial aid will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student's insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lesser of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by Jessup.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a Probation Granted letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems an academic plan is necessary. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

**NOTE:** It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial aid SAP and WJU's academic probation/dismissal policies are different. Please refer to the most recent copy of WJU's academic catalog (<http://jessup.edu/academics/registrar/academic-catalog/>) for specific details on academic probation and academic dismissal.

## **Institutional Aid for Programs Offered Online**

### **CHURCH PARTNERSHIP GRANT**

- Amount:** Varies. The amount is a 10% discount off tuition
- Eligibility:** This need-based grant is available to new students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports Jessup University. Current students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment; OR the church becomes a partner while the student is currently enrolled; AND that church continues to be the student's church home.  
Students must be enrolled in at least 6 units each semester to be eligible for this award.  
This grant recognizes both the church's partnership with WJU and the recipient's past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
- Deadline:** Church Partnership Grant Application must be submitted by August 15 for Fall, December 15 for Spring and April 15 for Summer. Funds are limited. Priority given to early applicants.
- Renewal:** This grant must be applied for each year with a new application.
- Application:** [Church Partnership Grant Application](#) — to be filled out by a pastor (at the supporting church) who knows the applicant well.

### **DONOR DESIGNATED SCHOLARSHIP**

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Current students are eligible to apply for privately funded scholarships designated by the donor.
<b>Deadline:</b>	TBD. Opens for application near the start of every spring semester.
<b>Renewal:</b>	Non-renewable. Must apply every year to be reconsidered.
<b>Application:</b>	<a href="#">Donor Designated Scholarship Application</a>

### **MINISTRY WORK GRANT**

<b>Amount:</b>	Varies. The amount is a 20% discount off tuition for part-time and 40% discount for full-time online students.
<b>Eligibility:</b>	This grant is available to students who: work 40 hours a week in full-time, paid ministry; are the unmarried dependent of someone who is involved in full-time, paid ministry; or are the spouse of someone who is involved in full-time, paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church or other non-profit organization whose focus is spreading the Gospel of Christ. See Ministry Worker Grant Application for more information. Students must be enrolled in at least 6 units each semester to be eligible for this award.
<b>Deadline:</b>	For Fall Students Ministry Worker Grant Application and a FAFSA must be submitted by July 15. If funds are available, students who miss the Fall deadline may apply for a Spring award by December 15, or a Summer award by April 15.
<b>Renewal:</b>	Annually renewable with a WJU GPA of 2.0 or above AND upon proof of continued full-time employment in paid ministry.
<b>Application:</b>	<a href="#">Ministry Worker Grant Application</a> and <a href="#">FAFSA</a>

### **MULTNOMAH STUDENT TEACH-OUT AWARD**

<b>Amount:</b>	TBD
<b>Eligibility:</b>	Students in the Multnomah teach-out are subject to the Multnomah tuition and fees until the end of the teach-out agreement.
<b>Deadline:</b>	Current continuing Multnomah students only will be automatically included.
<b>Renewal:</b>	Renewable until these student ends enrollment through graduation or withdrawal.
<b>Application:</b>	No application required

### **MULTNOMAH STUDENT – OTHER AID MATCH AWARD**

<b>Amount:</b>	TBD
<b>Eligibility:</b>	Students in the Multnomah teach-out are eligible to receive the institution aid they received while enrolled as a Multnomah student.
<b>Deadline:</b>	Current, continuing Multnomah students only will be automatically included.
<b>Renewal:</b>	Renewable until these students end enrollment through graduation or withdrawal.
<b>Application:</b>	No application required

### **OUTSIDE SCHOLARSHIPS**

<b>Amount:</b>	Unlimited
<b>Eligibility:</b>	Jessup encourages students to seek outside scholarships. These funds are available to students who seek them out and apply to as many as they are eligible for.
<b>Renewal:</b>	Non-renewable. Students must apply every year to be considered.
<b>Application:</b>	Varies. Please start <a href="#">HERE</a> for a list of possible scholarships.

### **Policies Regarding Outside Aid**

Students are encouraged to investigate other sources of financial assistance, including churches, employers, corporations, Internet scholarship searches, and other organizations. Lists of [available Internet scholarship searches](#) may be obtained from the Financial Aid section of the Jessup website.

Students who receive financial aid are required to report to the Financial Aid Office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state, or institutional policies, no other awards will be reduced.

All institutional aid is subject to coordination with federal, state, and all other aid sources. Availability of all aid is subject to federal, state, institutional, and private funding.

### **Satisfactory Academic Progress (SAP) Policy**

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum



2. Pace of Completion (POC)
  - a. All students must complete at least 67% of their units attempted. (POC = total units completed/total units attempted)
3. Duration of Progress
  - a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 128 units for graduation, a student may not receive aid after he or she has attempted 192 units. Federal regulations specify that *“a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length.”*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student’s pace of completion.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted. Grades from ALL courses attempted will be counted in the GPA for all students.

Non-credit remedial courses do not count as either attempted or completed, but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A “D” grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

Undeclared (NDS): 60 units

- Undeclared (NDS): 60 units
- AA/AS programs: 92 units
- BA/BS programs: 180-192 units
- MAcc program: 45 units
- MAEd program: 54 units
- MAL program: 54 units
- MAT program: 62 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units
- MSBA program: 54 units
- MAC program: 90 units
- MDIV program: 117 units
- MAGDJ program: 54 units
- MSML program: 45 units
- MATS program: 72 units
- DMIN program: 48 units (pending DOE approval)

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 67%, a student can be assured they will complete degree requirements in the federally required time frame.

Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on Probation Status or Suspension Status the previous semester they attended. A student may only be in Warning Status for one semester in a row
- Probation Status – student was on Warning Status the previous semester they attended, they did not reach the minimum SAP program requirements and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Satisfactory Academic Progress will be reviewed at the end of each semester. At each review, a student's quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a warning notice and will remain eligible to receive aid for one more term. If at the end of the warning term the student has not met all requirements, all of his/her financial aid will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student's insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lesser of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by WJU.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a Probation Granted letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems an academic plan is necessary. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

**NOTE:** It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial SAP and WJU's academic probation/dismissal policies are different. Please refer to the most recent copy of WJU's academic catalog (<http://jessup.edu/academics/registrar/academic-catalog/>) for specific details on academic probation and academic dismissal.

## Undergraduate Course Descriptions

### Course Numbering System

#### **000-099**

Developmental courses designed to prepare a student for college-level work and do not count towards graduation

#### **100-299**

Lower division courses designed primarily for freshmen and sophomore

#### **300-499**

Upper division courses designed primarily for juniors and seniors

#### **500-799**

Graduate level courses designed primarily for graduate studies

#### **1000-1999**

Continuing education units; do not apply toward college units or a degree program

In general, the first digit of the course number indicates the year level at which it is recommended that the course be taken (1=freshman, 2=sophomore, 3=junior, 4=senior, 5 or 6=graduate, 0=remedial). Lower division courses are to be completed before upper division courses may be taken.

### Explanation of Course Notation

The course number is followed by the semester hours of credit earned upon successful completion of the course. The title of the course is listed below the course number. Special studies courses numbered 199, 299, 399, and 499 are special studies that are not in the regular course offering and therefore not found in the catalog. Should the course become a regular offering, a permanent number will be assigned.

## ACCOUNTING (ACCT)

### ACCT201. Accounting Ethics (3)

This course explores the topic of accounting ethics and examines the various professional codes of conduct in financial accounting, tax, audit, and managerial accounting. Moreover, ethics will be studied from a scriptural and internal perspective. Common ethical dilemmas and issues will be analyzed using a variety of relevant case studies in this accounting ethics course.

### ACCT245. Financial Accounting (3)

This course provides an overview of the basic concepts of financial accounting and describes how these essential concepts operate throughout a business organization. Specific topics include Generally Accepted Accounting Principles (GAAP) for financial reporting, internal control procedures, the fundamentals of the accounting process, operating decisions and the accounting cycle, International Financial Reporting Standards (IFRS), financial statement preparation and balance sheet-income statement analysis. At the successful completion of this course, students will be able to prepare and properly interpret the major GAAP financial statements of a public for-profit corporation.

### ACCT246. Managerial Accounting (3)

Managerial accounting is focused on internal institutional performance. Thus, this course will examine the use and reporting of accounting data for the vital tasks of managerial planning, cost control, and organizational decision making. The course includes broad coverage of managerial accounting concepts, classifications, and behaviors of costs. Topics include cost systems, the analysis and use of cost information, cost-volume-profit analysis, master budgeting, contribution margin analysis, profit planning, standard costs, relevant costs, and capital project/budgeting evaluation.

### ACCT247. Fundamentals of Accounting (3)

This course provides a fundamental overview of both financial and managerial accounting from the perspective of a non-accounting manager. Topics include the language of business, bookkeeping, financial reporting and analysis, and other essential concepts of accounting for managers. Quantitative tools such as CVP analysis and NPV are presented. At the successful completion of this course, students will have a fundamental knowledge of GAAP and the AICPA code of ethics for accounting.

### ACCT343. Intermediate Accounting I (3)

This course builds upon the basic financial accounting course with a focus on external generally accepted accounting principles (GAAP) reporting. The course begins with an examination of the accounting objectives, the qualitative characteristics and the accounting cycle. This course expands the student's knowledge about the comprehensive GAAP balance sheet and income statement.

*Offered: Fall Odd Years*

*Prerequisite: ACCT245 or ACCT 247*

*Enrollment Comments: This class is designed for those concentrating in accounting but may also be taken as an upper division business elective.*

### ACCT344. Intermediate Accounting II (3)

This course builds upon Intermediate Accounting I and focuses on external generally accepted accounting principles (GAAP) reporting. The course begins with an examination of fixed assets, intangibles, debt instruments and investments and wraps up with an exploration of leases, shareholders' equity and the statement of cash flows. This course expands a student's knowledge in preparing and interpreting the comprehensive GAAP financial statements. This class is designed for those concentrating in accounting but may also be taken as an upper division business elective.

*Offered: Spring Even Years*

*Prerequisite: ACCT245 or ACCT 247*

### ACCT441. Auditing (3)

This course is designed to provide an introduction to financial statement auditing. Students will examine techniques used for gathering, summarizing,

and analyzing, appropriate/sufficient audit evidence regarding a firm's financial statements. Procedures consistent with PCAOB/GAAS and GAAP standards will be explored. An emphasis will be placed on auditing the balance sheet. Ethical and professional standards examined in this course will provide a foundation for effective financial statement auditing.

*Offered: Spring Even Years*

*Prerequisite: ACCT245 or ACCT247*

### ACCT442. Federal Tax I (3)

This course focuses on the federal taxation system for individuals and small business owners. Students will learn how to determine a taxpayer's federal tax liability by understanding the tax ramifications for items such as gross income inclusions and exclusions, capital gains, itemized deductions, and employee and small business expenses. The final project is the preparation of a comprehensive tax return.

*Offered: Fall Odd Years*

### ACCT443. Federal Tax II (3)

This course explores the regulatory structure of the current federal tax code pertaining to business in the United States. The course will examine effective tax practices and planning strategies for U.S. corporations, partnerships, and estates and trusts. Students will also gain a fundamental working knowledge of the content and preparation of required tax documents and filings via federal tax law. This course is designed for those concentrating in accounting but is suitable for business majors interested in business tax preparation and planning.

*Offered: Fall Even Years*

### ACCT445. Forensic Accounting (3)

This course provides an introduction to forensic accounting and fraud examination. Students will explore the fraud triangle, study the typical profiles of fraudsters, and evaluate common fraud schemes. Students will also learn about fraud prevention and deterrence, as well as fraud detection and the tools and techniques utilized to investigate fraud. A case study on cybercrime will be analyzed for the project.

*Prerequisites: ACCT 245 or ACCT 247, and ACCT 441 Auditing*

### ACCT475. Accounting Internship (3)

A directed accounting focused educational experience with a CPA firm, business, government agency, or nonprofit organization. This practical and relevant internship involves the supervision of a manager of the organization and a faculty advisor. The intern will apply various foundational accounting (financial reporting, tax, audit, etc.) concepts and principles within an actual organization. This internship concludes with several deliverables, including the evaluation of professional ethical standards in the field of accounting.

## AEROSPACE STUDIES (AERO)

**ALL AERO COURSES ARE HELD AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO. SEE PAGE 103 FOR MORE INFORMATION.**

### AERO1A. Foundations of the Air Force I (1)

Orientation to the Air Force and Air Force ROTC. Students will gain an understanding of the benefits of AFROTC membership, the Air Force's organizational structure and its installations, jobs and careers available in the Air Force, the American way of war, and benefits of Air Force membership. Students will be required to complete an oral and written project.

### AERO1B. Foundations of the Air Force II (1)

Complete students' orientation to the Air Force. Specific topics include team building, introduction to leadership, communication skills, Air Force core values, diversity and harassment, and the Oath of Office. An oral and written project is required.

**AERO21A. The Evolution of USAF Air and Space Power I (1)**

Overview of the history of American air power from the Wright brothers to the beginning of the Cold War. Key leaders and milestones will be discussed. Communication skills will be emphasized and will include public speaking, writing, and class participation.

**AERO21B. The Evolution of USAF Air and Space Power II (1)**

Overview of the history of American air power from Vietnam to today's modern Air Force. Key leaders and milestones will be discussed. Communication skills will be emphasized and will include public speaking, writing, and class participation.

**AERO99. Special Problems (1-4)**

Academic study and evaluation in specified topics associated with aerospace development, technology, and doctrine.

**Enrollment Comments:** *Open only to students who appear competent to complete assigned work and who meet prerequisites established by the Department of Aerospace Studies. Approval in writing by the department chair required.*

**AERO135A. Leadership and Management I (3)**

Survey of selected concepts, principles, and theories on leadership, followership, management, delegation, mentoring, and responsibility. Students will be given the opportunity to improve speaking and writing skills.

**AERO135B. Leadership and Management II (3)**

Survey of selected concepts, principles, and theories on team building, speaking and writing effectively, listening, feedback, performance evaluations, ethics, character, and officership. Students will be given the opportunity to improve speaking and writing skills.

**AERO145A. National Security Affairs (3)**

Provides an overview of the role of military in our national security policy and processes. It includes an analysis of the roles of the three branches of government as they relate to national security, an examination of the doctrine and organization of the Air Force as well as other branches of the military, an overview of military ethics, and a discussion of global current events which impact our national security. Students will be expected to participate in class discussions and complete a written and oral presentation.

**AERO145B. Preparation for Active Duty (3)**

Presentation of critical issues facing today's military professionals. A wide variety of topics are discussed including the military legal system, the laws of armed conflict, security issues, personal finance, professional/unprofessional relationships, information warfare, and issues pertinent to the first assignment after commissioning into the Air Force. Students will be expected to participate in class discussions and complete a written and oral presentation.

**AERO199. Special Problems (1-4)**

Academic study and evaluation in specific topics associated with aerospace development, technology, and doctrine.

**Enrollment Comments:** *Open only to those students who appear competent to complete assigned work and who meet prerequisites established by the Department of Aerospace Studies. Approval in writing by the department chair required.*

**ART****ART101. The Creative Christian (3)**

The Creative Christian is the cornerstone to a VAFA student's education. Within this course, the student will learn about the nature and purpose of art viewed through a Judeo-Christian lens, and how this can guide their aesthetic comprehension as they observe, create, and support art and artists. Using the Bible and other powerful literature, the student will approach art with a newly developed critical eye, develop successful creative habits, and explore aesthetic theology.

**ART103. Color Theory (3)**

Basic principles and properties of color. Study of the physics of light and color; physiology of color vision; psychological and compositional effects of color use; cultural interpretations and traditions; history of color theory and its impact on art and design.

**ART105. Drawing I (3)**

This foundational course will give students the techniques and tools to approach this traditionally black and white visual medium. Students will work on a variety of subject matter as they explore the world of drawing and much of what encompasses that world.

**Course Fee:** *There is a fee associated with this course.*

**ART107. Introduction to Digital Art (3)**

This course is designed to teach students the basics of Adobe Photoshop, Illustrator, InDesign and Premier. This course must be taken to advance of all upper division design or video courses.

**Course Fee:** *There is a fee associated with this course.*

**ART151. Two-Dimensional Design (3)**

An introductory course introducing the fundamentals of design and focusing on terms and techniques that are relevant to two-dimensional design. Students will deal with line, space, form, color and color theory, shape, value balance, texture, order, tension, rhythm and more as they explore the two-dimensional world of art both past and present.

**Course Fee:** *There is a fee associated with this course.*

**ART174. Practicum in Visual and Fine Arts (0-1)**

This course is intended to give students hands-on experience with art. Students are required to spend a minimum of 30 hours a semester creating art; a minimum of 10 hours a semester serving on campus; and a minimum of 10 hours a semester planning, setting up, participating in, and tearing down the art show.

**Course Fee:** *There is a fee associated with this course.*

**ART201. Art Criticism and Analysis (3)**

This course is designed to increase the student's aptitude for understanding art from a philosophical, historical, cultural, visual and social perspective. Studying specific art pieces throughout history, the student will discuss not only the form of great works of art but also the content. Expanding aesthetic discussions concerning the visual arts specifically, students will gain understanding of the values behind art that made the pieces emblematic of their genre and time period.

**ART240A. Art History I (3)**

A survey of the history of the visual arts from its earliest known origins to the Renaissance. The scope of this course deals primarily with western artistic traditions but delves into the traditions of non-western visual artistry as well.

**ART240B. Art History II (3)**

This course surveys the visual arts from the Renaissance until modern day. The scope of this course is primarily western in artistic tradition but also delves into non-western visual artistry.

**Prerequisite:** ART240A or consent of instructor

### **ART 242 Photo History (3)**

Historical survey of photography as an art form and tool of communication from its inception to the present. Trace the technological evolution of photography. Influential photographers and movements within photography and their impact on culture will be explored. Trace the technological evolution of photography.

**Course Fee:** *There are no fees associated with this course.*

### **ART303. Special Projects and Learning Opportunities (3)**

This course is designed to give students the opportunity to complete special projects in topics outside of traditional course offerings. A supervising faculty will oversee learning objectives, assignments, and individual student progress throughout the semester. Students will have the chance to work independently and collaboratively during class meeting times. This course is designed to replace directed independent studies for Visual and Fine Arts students.

**Course Fee:** *There is a fee associated with this course.*

### **ART305. Figure Drawing (3)**

This course is designed to teach student how to draw figures using classical techniques for rendering still models. With guidance, students will progress from a simple block-in sketch to a gestural drawing, and finally to a polished piece with depth and dimension. Students will learn critical skills including how to set up and light a live model, use graphite pencil and simple angles to create an accurate outline for any figure, add lifelike energy through incorporation of gestural lines, and carve out the form with hatching, shading and highlighting techniques.

**Course Fee:** *There is a fee associated with this course.*

### **ART311. Video I (3)**

This course is designed to teach the students the basics of nonlinear video editing and camera operation. Students will learn how to use software like Final Cut Pro and Adobe Premiere Pro CC to organize and edit video footage. They will also learn how to get proper exposures by getting hands-on experience with professional cameras.

**Course Fee:** *There is a fee associated with this course.*

**Prerequisite:** ART174

### **ART312. Motion Design (3)**

Animate your ideas. This course gives a framework for using motion to join and convey relationship between the elements of a composition or story. Through traditional animation theory and motion principles, students learn to meaningfully structure movement from one state to the next with thoughtful pacing, style and consistency. Students will also explore motion as a component of interaction design.

**Course Fee:** *There is a fee associated with this course.*

**Prerequisite:** ART174, ART331

### **ART315. Lighting (3)**

This course will teach the basics for lighting for both photography and video. In this course, students will learn the series for how light works and how to use a reflector, strobe, soft box, and other gear that is used for lighting subjects.

**Course Fee:** *There is a fee associated with this course.*

### **ART321. Photography I (3)**

In this introductory course, students will explore the basic techniques and history of photography. They will also discuss the requirements needed to be a proficient photographer in our contemporary society, including the proper purchase and care of equipment and materials for the current photographic artist.

**Course Fee:** *There is a fee associated with this course.*

**Enrollment Comments:** *Acquisition of a digital camera, memory card, appropriate computer, and computer programs necessary for this course.*

### **ART331. Graphic Design I (3)**

Students will learn the basic principles of Graphic Design and apply those principles through hands-on projects. Students will grow in their mastery of both Photoshop and Illustrator and learn how to read a creative brief and create for both clients and target audiences.

**Course Fee:** *There is a fee associated with this course.*

**Prerequisite:** ART174

### **ART333. Typography (3)**

This is a practical course to familiarize design students with processes and workflows involved in producing digital and offset printed materials. Students complete in-class exercises for the stages of print production. Weekly assignments using Adobe software will explore new ways of looking at and manipulating type. This course covers the selection, styles, terminology, classifications, spacing, layout, and history of typography including its entry into the digital age. Emphasis is placed on problem-solving skills and analyzing concepts to solve typographic problems.

**Course Fee:** *There is a fee associated with this course.*

**Prerequisite:** ART174

### **ART335. Web Design and Presence (3)**

This course applies the elements of design into a web-based medium and then prepares a student to use those elements to create an online presence. Students will learn how to design and create compelling web pages and explore how to market themselves in the online world. They will learn the design tools and coding necessary to create a strategic and visually captivating web presence.

**Prerequisite:** ART174

**Prerequisite:** ART151 recommended

**Course Fee:** *There is a fee associated with this course.*

**Enrollment Comments:** *Proper computer and computer programs needed to complete this course.*

### **ART355. Watercolor I (3)**

This thorough exploration of watercolor painting offers instruction and opportunities to practice basic wet and dry techniques, washes, blends, and use of transparency. Watercolor will be explored with a variety of special techniques for solving texture and masking problems. Experienced students will concentrate on composition, technical skills, paint consistency, and color development.

**Course Fee:** *There is a fee associated with this course.*

### **ART357. Oil Painting (3)**

This course is designed as an introduction to techniques and concepts of oil painting. Students will learn skills including color mixing, medium use, and brush techniques through assignments in still life, portrait, and landscape compositions. Students will also build skills in problem solving and critiquing.

**Course Fee:** *There is a fee associated with this course.*

**ART358. 3-D Art/Sculpture (3)**

This course is an introduction to three-dimensional art. It will explore the ways that form and space are used in the making of meaningful art experiences through individual research and studio projects. Students will investigate spatial problems through a variety of techniques, both traditional and non-traditional, to fabricate and manipulate a broad range of materials such as wood, metal, found objects, fiber, and plaster. The course will consider these material explorations within the historical context of sculpture and installation art.

**Course Fee:** *There is a fee associated with this course.*

**ART411. Video II (3)**

This second level video course is designed to teach students composition and movement through the hands-on production of video. Students will learn how to set up shots in order to create depth and also how to use different types of equipment such as dollies, rigs, and other specialized video equipment in order to create movement.

**Course Fee:** *There is a fee associated with this course.*

**Prerequisite:** ART331

**ART421. Photography II (3)**

The advent of digital photography has opened up new and exciting possibilities for artists and photographers. In this class, we will gain an understanding of the power of digital photography beyond basic photo manipulation. Photo montage, photo stitching, and HDR will be incorporated into the workflow.

**Course Fee:** *There is a fee associated with this course.*

**Enrollment Comments:** *Acquisition of a digital camera, memory card, appropriate computer, and computer programs necessary for this course.*

**Prerequisite:** ART321

**ART431. Graphic Design II (3)**

This course will take the students further into the realm of graphic design focusing on excellence in use of the design tools. Students will navigate their way through specific design and communication problems as a means to increase their design skill and overall quality of artistry on the computer. The student will strengthen their ability to communicate and create through the medium of technology.

**Prerequisite:** ART331

**Course Fee:** *There is a fee associated with this course.*

**Enrollment Comments:** *Proper computer and computer programs needed to complete this course.*

**ART475. Visual and Fine Arts Internship/Senior Project (2)**

Internship students must take a position with an arts organization for the purpose of practical, professional experience in their chosen field. Senior Project students must put forth a proposal for a devised artistic experience that the student will manage from the conception to the delivery of the experience. All students must adhere to the rules and regulations put forth by the Department of Creative Arts and their advisor concerning internships in order to receive credit for the internship or senior project.

**Enrollment Comments:** *Must be an ART student to get credit for this course or consent of instructor. Can be taken at any point during the student's tenure.*

**ART498. Senior Capstone (3)**

Students will have the opportunity to take ownership of their own creative process, conceptualizing and developing an academic paper, digital media or fine art project, or other substantive undertaking independently in consultation with a faculty advisor. The work created should serve as a

culmination of students' studies in pursuit of a degree in the Department of Digital Communication, Art & Design and should highlight a student's area of focus within the program. Students will also be actively involved in selecting course content and leading class discussions, and collaborating with others to do a brief service project.

**CART100. Art Appreciation (3)**

This course introduces the basic elements and principles related to the production and understanding of works of art. Through the text and other sources, a historical account of art from cave paintings to the art of today is presented. Styles of art, major artists and their works, and current trends in art are explored, as well as art as a reflection of a culture.

**CART201. Creativity and Culture (3)**

Explore how creative people influence cultural change. As people made in the image of God, we are designed to be creative – making and changing culture in all walks of life from science to business to the arts. Together we will discern how to affect cultural change using our unique giftings within our spheres of influence, by assessing historical/cultural artifacts and experiences as well as biblical examples.

**CART315. Entrepreneurship in the Arts (3)**

This course introduces students to the basic components of an entrepreneurial lifestyle in the arts through a Christian perspective for those interested in starting an arts business. Students explore fundamental issues arts entrepreneurs encounter and how they can be addressed before the startup process reaches the launch cycle.

**Aviation (AVIA)****AVIA101. Aviation Safety (3)**

This course provides an introduction to U.S. aviation safety procedures, regulations, requirements, technologies used in domestic and international environments. Students will conduct an in-depth examination of Safety Management Systems (SMS) currently used in the aviation industry. This course also explores industry careers and essential aviation terminology, vocabulary, history, and knowledge which will serve as a solid foundation for higher-level aviation coursework and flight training.

**AVIA102. Introduction to Air Traffic Control and Airspace (3)**

Students will learn airspace and ATC practices in the U.S. and other regions of the world, navigational aids and common pitfalls and mishaps attributed to navigational aids; communications; the Code of Federal Aviation Regulations; control tower operations; non-radar operations; radar operations; and differing types of environmental concerns within a geographic area.

**AVIA130. Private Pilot Ground (3)**

An in-depth study of airframes and aircraft systems, aircraft instruments, Risk management & safety, aircraft airworthiness & documentation, aerodynamics, stability, aviation physiology, weather, airports, airspace, emergency operations, ground reference maneuvers, maps, charts and publications, air regulations & flight rules, Radio communication, flight navigation computers, the principles of pilotage, dead-reckoning, and radio/electronic methods of navigation as applied to cross-country flight planning to prepare the student for the FAA private pilot knowledge test.

**Enrollment Comments:** *There is a separate charge for the FAA written exam at the end of the semester. See your instructor for the current exam charge.*

**AVIA140. Private Pilot Flight Lab (2)**

Flight instruction leading to Solo Flight and the FAA Airplane - Private Pilot License. Current FAA Third Class Medical Certificate and Student Pilot Certificate required prior to registering.

**Pre- or Co-requisite:** AVIA 130

**Enrollment Comments:** *There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.*

**AVIA200. Introduction to Aviation (3)**

A survey of the U.S. aviation industry, including the history of aviation, attributes of an aviation professional, career planning, certification, airports, airspace, air traffic control, and navigational aids.

**AVIA201. CRM (Crew Resource Management) (3)**

A course designed to develop a detailed understanding of the organizational behavior, interpersonal relationships skills, and other critical behavioral dynamics of professional flight crews. The history of CRM, CRM concepts of communication processes, problem solving, group dynamics, workload management, and situational awareness will be investigated. Aircraft incidents and accidents related to the evolution of CRM training programs and FAA regulations will be analyzed. Intrapersonal and psychomotor skills will be addressed as they relate to safe, legal, and efficient flight operations.

**AVIA210. Basic Aircraft Systems (3)**

An in-depth study of aircraft systems, including propeller, engine, fuel, electric, ignition, hydraulic, pneumatic, flight control, pressurization systems, air conditioning and heating, landing gear, brakes, ice and rain detection/protection, fire detection/extinguishing, computer systems and displays.

**AVIA230. Instrument Ground (3 units)**

An in-depth study of aircraft instruments, preflight and aircraft systems, navigation, holding, approaches, emergencies, and weather reports and forecasts. Prepares student for the FAA instrument rating knowledge test.

**Prerequisite:** AVIA 130, 140, Private Pilot License

**Enrollment Comments:** *There is a separate charge for the FAA written exam at the end of the semester. See your instructor for the current exam charge.*

**AVIA240. Instrument Flight/Lab (2)**

Flight instruction in Airplane & Flight simulators leading to completion of FAA Airplane - instrument rating. Includes flight maneuvers, instruments flights-IFR, instrument approaches, instrument procedures, instrument holds, instrument failures, unusual attitude recovery, instrument departures, enroute flight procedures, instrument approach & missed approach procedures.

**Prerequisite:** AVIA 130, 140, Private Pilot License; and

**pre- or co-requisite:** AVIA 230

**Enrollment Comments:** *There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.*

**AVIA300. Aviation Human Factors (3)**

A review of the psychological human factors that affect aviation, including situation awareness, crew coordination, communication, fatigue, controls, aircraft and cockpit design, workload management, attitudes, training devices, and technology-induced errors. Includes other common human errors and detection and recovery skills.

**AVIA310. Aerodynamics (3)**

This course provides opportunities to explore incompressible flow airfoil theory, wing theory. Introduction to wing design. Topics center on calculation of stall speed, lift, drag, basic aerodynamic performance criteria, aerodynamic configuration changes and effects, high and low speed conditions, special flight conditions, and an introduction to compressible flow.

**AVIA312. Gas Turbine Engines (3)**

A comprehensive study of aircraft gas turbine engine fundamentals and theory at the technical level. Areas of study include background, engine types, variations, and applications; engine theory; construction and design; systems and engine accessories.

**Prerequisite:** *Recommended AVIA 210*

**AVIA330. Commercial Pilot Cert. Ground (2)**

An in-depth study of aerodynamics, flight instruments, engines and systems, airports, air traffic control, and airspace, FARs, Aircraft manuals, AIM Aeronautical information manuals, Pilot Operating handbooks, airplane performance, weight and balance, aeromedical factors, aviation weather, advanced navigation and flight operations, complex air space operations. Prepares students for the FAA Commercial Pilot knowledge test.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230; and **pre- or co-requisite:** AVIA 240

**Enrollment Comments:** *There is a separate charge for the FAA written exam at the end of the semester. See your instructor for the current exam charge.*

**AVIA 331. Multi Engine Rating Ground (3)**

Earning a multi-engine rating is an important step in your flying career. Multi-engine aircraft offer new challenges and opportunities that will be important for the rest of your individual or commercial flying. This course provides an in-depth study of multi-engine operations, multi-engine aerodynamics, instruments, engines and systems of multi-engine aircraft.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, 330; and **pre- or co-requisite:** AVIA 340

**AVIA340A. Commercial Pilot Cert. Lab (1)**

Dual Instruction and solo flights in airplane with multiple cross-country flights and advanced commercial flight maneuvers to meet requirements for the FAA Commercial Pilot Certificate. Training to operate complex aircraft in complex airspaces. Also includes simulator training for the initial commercial/instrument pilot rating.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240; and **pre- or co-requisite:** AVIA 330

**Enrollment Comments:** *There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.*

**AVIA340B. Commercial Pilot Cert. Lab (1)**

Continuation of Dual Instruction and solo flights in airplane with multiple cross-country flights and advanced commercial flight maneuvers to meet requirements for the FAA Commercial Pilot Certificate. Training to operate complex aircraft in complex airspaces. Also includes simulator training for the initial commercial/instrument pilot rating.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, AVIA340A.

**Enrollment Comments:** *There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.*

**AVIA340C. Commercial Pilot Cert. Lab (1)**

Continuation of Dual Instruction and solo flights in airplane with multiple cross-country flights and advanced commercial flight maneuvers to meet requirements for the FAA Commercial Pilot Certificate. Training to operate complex aircraft in complex airspaces. Also includes simulator training for the initial commercial/instrument pilot rating.



**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, AVIA340A&B.  
**Enrollment Comments:** There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.

#### **AVIA341. Multi Engine Rating Lab (2)**

Dual and solo flight training to safely operate multi engine aircraft. This will also include safety and emergency procedures for operating multi engine aircraft including training in single engine operations. Multi-engine simulator training for proficiency and emergencies. The training will lead to an FAA – airplane multi-engine rating.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, 330; and **pre- or co-requisite** AVIA 331

**Enrollment Comments:** There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.

#### **AVIA411. Advanced Avionic Systems (3)**

Students will learn about the advanced avionics systems used in commercial aviation and airlines. They will get in-depth knowledge in operations of advanced navigation systems, GPS navigation systems, electronic engine monitoring systems, communications systems and FMS flight management systems, and ACARS Aircraft communications addressing and reporting system.

#### **AVIA430. CFI Ground (4)**

Provides the student with a detailed study of the responsibilities and teaching concerns of a flight instructor. The course is divided into two major sections: fundamentals of teaching and learning, including effective teaching methods, learning process, consideration of flight training syllabi, effective evaluations, and flight instructor responsibilities; the second section is concerned with the analysis of the flight maneuvers involved with Private Pilot, Commercial Pilot, and Flight Instructor Certificates. The course will also provide practical teaching experiences. The student must complete the associated flight lessons in the CFI Flight Lab to satisfactorily complete the course.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, and 330

**Enrollment Comments:** There is a separate charge for the two FAA written exams at the end of the semester. See your instructor for the current exam charge.

#### **AVIA431. CFII (3)**

Provides the student with an in-depth study of the responsibilities and techniques to be used as an Instrument Flight Instructor. This course will also include additional study of instrument flight, charts, publications, and regulations pertaining to the IFR environment. Further, it will develop the student's knowledge of Technically Advanced Aircraft and provide practical teaching experience. The student must complete the associated flight lessons in the Instrument Flight Instructor course to satisfactorily complete the course.

**Prerequisites:** AVIA 130, 140, Private Pilot License, 230, 240, 330, 331, 430, 440

**Enrollment Comments:** There is a separate charge for the FAA written exam at the end of the semester. See your instructor for the current exam charge.

#### **AVIA432. MEI Ground (1)**

This course provides an understanding of the fundamentals of teaching in a multi-engine airplane. The course will include multi-engine aerodynamics and performance, analysis of multiengine operations, single-engine operations and procedures, flight instructor responsibilities, flight safety concerns, and instrument flight maneuvers in multi-engine airplanes.

The student must complete the associated flight lessons in the Multi-engine Airplane MEI course to satisfactorily complete the course.

**Prerequisite:** AVIA 130, 140, Private Pilot License, 230, 240, 330, 331; and **pre- co-requisite** AVIA 341

#### **AVIA440. CFI Flight Lab (1)**

This course involves dual instruction and solo flights in a single-engine airplane, focusing on both basic private pilot and advanced commercial flight maneuvers to meet the Flight Instructor Practical Test Standards. The flight instructor applicant must be knowledgeable and proficient in all Areas of Operation to meet the requirements for the FAA Certificated Flight Instructor Airplane Single Engine Land certificate.

**Prerequisites:** AVIA 130, 140, Private Pilot License, 230, 240, 330, 331, **co- or pre-requisite** 430

**Enrollment Comments:** There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.

#### **AVIA441. CFII Flight Lab (1)**

The CFII candidate will provide IFR instruction in the airplane and, when available, flight simulators, which will lead to the instrument airplane instructor rating. The candidate shall perform flight instruction in instrument maneuvers, IFR operations and procedures, holding, IFR emergencies, unusual attitudes, instrument departures, en route flight procedures, and instrument approach and missed approach procedures.

**Prerequisites:** AVIA 130, 140, 230, 240, 330, 331, 430, 440 and **Pre- or co-requisite:** AVIA 431

**Enrollment Comments:** There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.

#### **AVIA442. MEI Flight Lab (1)**

This course involves dual instruction in a multi-engine airplane, focusing on the unique characteristics of multi-engine flight at the commercial pilot level. Upon completion of the course, the pilot will be awarded the FAA Certificated Flight Instructor Airplane Multi-Engine Land certificate.

**Prerequisites:** AVIA 130, 140, Private Pilot License, 230, 240, 330, 331, 341; and **pre- or co-requisite** AVIA 432

**Enrollment Comments:** There is a separate charge for your final check ride with the FAA Designated Pilot Examiner. See your instructor for the current exam charge.

#### **AVIA498. Aviation Flight Capstone/Intern (3)**

The goal of this course is to allow Aviation Flight majors the opportunity to apply knowledge gained throughout their four-year course of study to completing a major culminating project. The 3 unit capstone/internship will be used towards R-ATP, so the selected capstone project is required to be aimed at professional pilot topics (e.g. Aviation Safety, Flight Operations, etc.) as specified in Advisory Circular (AC) 61-139 section 9 (a). Similarly, any capstone internships should be in work environments where students can gain knowledge and skills towards being a professional pilot.

**Prerequisite:** Senior Status

### **BIBLE (BIBL)**

#### **BIBL101. Christian Foundations – Old Testament (3)**

This course equips students with an overview of the storyline of the Old Testament, its historical and cultural background, and its relevance for today. Students are introduced to the books of the Old Testament and begin to explore its relationship to the New Testament.

**BIBL104. Christian Foundations – New Testament (3)**

A survey of the New Testament from Matthew through Revelation. The course introduces students to the historical background, content, and theology of each book of the New Testament while placing the context and content of each book within the greater storyline of Scripture.

**BIBL105. Old Testament Literature and Interpretation (3)**

This course equips students with an overview of the storyline of the Old Testament, its historical and cultural contexts, and its relevance for today. Students are introduced to the books of the Old Testament and the interpretive skills needed to read these books faithfully. They also will begin to explore the Old Testament's relationship to the New Testament.

**BIBL106. New Testament Literature and Interpretation (3)**

This course equips students with an overview of the storyline of the New Testament, its historical and cultural contexts, and its relevance for today. Students are introduced to the books of the New Testament and the interpretive skills needed to read these books faithfully. They also will develop an understanding of the relationship between the two testaments.

**BIBL201XL. Bible Survey: International Students Only (3)**

This course introduces the student to the literary genres, historical background, cultural settings, and major theological themes of the Bible through a survey and overview approach.

*Enrollment Comments: Not for traditional undergraduate majors*

**BIBL210. The Life and Teachings of Jesus (3)**

An in-depth, comparative study of the life, message and actions of Jesus on earth as found in the Synoptic Gospels (Matthew, Mark and Luke). The aim of the course is to understand and appreciate the unique nature and character of each Gospel while affirming the unity of their presentation of Jesus. Distinct consideration is given to the relationship of the Synoptic Gospels to the Fourth Gospel (John). The course will provide students with an opportunity to examine and reflect upon the main events and historical doctrines within the contexts of first century Palestine. Special attention will be given to Jesus' birth, teachings, miracles, death and resurrection.

**BIBL211. Biblical World: Hebrew Bible (3)**

This course acquaints students with aspects of daily life in the world of ancient Israel, primarily through the study of its geographical, historical, and cultural contexts. It also prepares students to identify how context influences and illuminates the text and events of the Hebrew Bible.

*Prerequisite: BIBL101 or 105*

**BIBL212. Biblical World: New Testament (3)**

This course acquaints students with aspects of daily life in the first century Greco-Roman world, primarily through the study of its geographical, historical, and cultural contexts. This course prepares students to interpret the way context influences and illuminates the text and events of the New Testament.

*Prerequisite: BIBL104 or 106*

**BIBL249. The Art of Interpretation (3)**

This course explores the different genres of biblical literature and the various methods of studying them to prepare students to understand and explore God's Word for themselves and classes.

*Prerequisite: ENGL101A*

*Enrollment Comments: Not available to BIBL, FCM, ICS, PMIN, or YMIN majors. Also, may not be taken concurrently with BIBL349 or if BIBL349 was previously successfully completed.*

**BIBL290. Scripture and Pop Culture (3)**

This course of study explores some of the major themes of current popular culture drawn from several key cultural artifacts including music, television, cinema, and literature. Students learn to apply biblical principles to the consumption, critique, and creation of culture. Ultimately, this class develops critical thinking and analyzes contemporary culture through the lens of Scripture and faith.

**BIBL349. Hermeneutics (3)**

A study of the history and methodology of biblical interpretation. Students will learn about the interplay between author, text, and reader; the various methods that have been used to interpret the Bible; and the steps for writing an exegetical paper. Attention will be given to the importance of multicultural interpretation, and students will learn the skills to recontextualize Scripture within their own various contexts.

*Prerequisite: BIBL101 (or BIBL105); BIBL104 (or BIBL106); ENGL101A*

**BIBL349b. Exegetical Bridge (1)**

This three-week, one-unit course specifically upgrades students who have taken BIBL249 but now require BIBL349 as part of their degree major. It may also be required of students who transfer an exegetical course from another institution, where it is deemed that the student needs to understand the components of the Exegetical Research Paper (ERP) which WJU utilizes. The course builds on foundational exegetical methods to strengthen students' research and writing skills for an exegetical research paper.

*Prerequisite: BIBL249*

**BIBL350. Expository Preaching (3)**

This is a course of study about the exegesis and exposition of the epistles of the New Testament. A method of both researching epistolary texts and communicating them expositively in contemporary venues will be explored and implemented. Attention will also be paid to the place of prayer and the practice of the principles of spiritual authority in the character development of the expositor.

*Prerequisite: BIBL249 or BIBL349*

**BIBL360. Biblical Journeys: Israel & Jordan (3)**

This program is an intensive two-week academic experience integrated with field studies that introduces students to the geographical, historical, cultural, and theological contexts of the land of the Bible from the Late Bronze Age through the Roman Period. Regional studies in Israel and Jordan include overnight travel, on-site lectures, required readings and preparatory lectures at the campus that help the student apply the geo-historical context of the land to biblical studies and one's faith journey.

*Prerequisites: This course has two prerequisites: BIBL 101 and BIBL 104. For psychology majors, PSYC 141 is strongly recommended. For matriculated students, the Biblical Journeys course fulfills one choice out of three required electives in the areas of Biblical Studies, Psychology, Humanities. Be aware that this is a physically demanding course, which will involve significant amounts of walking.*

*Course Fee: There are extra costs involved with this course that are to be paid in full or before the scheduled due date.*

**BIBL451. Women in Scripture (3)**

A study of the place of women in biblical and deuterocanonical literature in the socio-cultural context of antiquity. Various genres within biblical and extra-biblical literature concerning women will be explored along with an investigation into the historical contexts of these texts, which will help build a picture of what life was like for women in ancient Israel and the ancient

Mediterranean world. Special attention will be given to the ongoing influence of these texts on the lives of women and men in the church and their significance for life in the twenty-first century.

**Prerequisites:** *BIBL101 (or BIBL105), BIBL104 (or BIBL106)*

### **BIBL480. Biblical Studies and Spiritual Formation (3)**

This course offers practical ways for how one can cultivate his or her relationship with Christ while pursuing a ministry and/or vocation of studying and teaching God's word. The student will discover and practice spiritual disciplines and develop a personalized vision for their own formation so that the whole person (both body and soul) will be prepared for a life of knowing Christ and making him known.

**Prerequisite:** *BIBL101 (or BIBL105), BIBL104 (or BIBL106)*

### **BIBL490. Advanced Biblical Studies Seminar (3)**

This course introduces students to some of the current research and trends in the fields of biblical and theological studies by teaching students how to critically read, interpret and critique journal articles in these respective disciplines.

**Prerequisite:** *BIBL101 (or BIBL105), 104 (or BIBL106)*

### **BIBL498. Biblical Studies Capstone (3)**

The Capstone experience is designed to help Biblical Studies and Theology students synthesize and integrate all that has been learned up to this point in their educational journeys. The class guides the students through developing a thesis *grounded in* careful and contextual exegesis of Scripture, *informed by* current research in the fields of biblical and/or theological studies, *attentive to* its implications for biblical theology and/or historical theology, and *relevant for* the present life and witness of the Church.

**Prerequisite:** *Must be a Biblical Studies student and taken in last or second to last semester. BIBL101 (or BIBL105), 104 (or BIBL106), BIBL349.*

### **BIBL1100. La historia y estructura de la Biblia (The Story and Structure of the Bible)**

Una visión general de la historia general de la Biblia, desde Génesis hasta el Apocalipsis, en seis actos: la creación, el caos, el pacto, Cristo, la iglesia y la consumación. Los estudiantes también explorarán los principales temas teológicos asociados con estos seis actos, las secciones principales del Antiguo y Nuevo Testamento y los diferentes géneros literarios presentes en la Biblia.

**Comentarios sobre la inscripción:** *Unidades de educación continua, no para crédito*

An overview of the overarching story of the Bible, from Genesis to Revelation, in six acts: creation, chaos, covenant, Christ, church, and consummation. Students will also explore the major theological themes associated with these six acts, the major sections of the Old and New Testaments, and the different genres of literature present in the Bible.

**Enrollment Comments:** *Continuing Education units, not for credit*

### **BIBL1240. La interpretación del Antiguo Testamento: La ley y la narrativa (Interpreting the Old Testament: Law and Narrative)**

Este curso proporcionará una descripción general de los principios hermenéuticos relacionados con la lectura e interpretación de los géneros de ley y narrativas históricas del Antiguo Testamento. Los estudiantes analizarán pasajes seleccionados con el objetivo de desarrollar algunas habilidades básicas para una interpretación fiel de la narrativa y la ley del Antiguo Testamento.

**Comentarios sobre la inscripción:** *Unidades de educación continua, no para crédito*

This course will provide an overview of the hermeneutical principles related to reading and interpreting the Old Testament genres of law and historical

narratives. Students will analyze select passages with a goal to developing some basic skills for faithful interpretation of Old Testament narrative and law.

**Enrollment Comments:** *Continuing Education units, not for credit*

### **BIBL1241. La interpretación del Antiguo Testamento: La sabiduría y los profetas (Interpreting the Old Testament: Wisdom and Prophets)**

Este curso proporcionará una descripción general de los principios hermenéuticos relacionados con la lectura e interpretación de los géneros de sabiduría y literatura profética del Antiguo Testamento. Los estudiantes analizarán pasajes específicos con el objetivo de desarrollar algunas habilidades básicas para una interpretación fiel de la sabiduría y la profecía del Antiguo Testamento.

**Comentarios sobre la inscripción:** *Unidades de educación continua, no para crédito*

This course will provide an overview of the hermeneutical principles related to reading and interpreting the Old Testament genres of wisdom and prophetic literature. Students will analyze specific passages with a goal to developing some basic skills for faithful interpretation of Old Testament wisdom and prophecy.

**Enrollment Comments:** *Continuing Education units, not for credit*

### **BIBL1242. La interpretación del Nuevo Testamento: Los evangelios y las epístolas (Interpreting the New Testament: Gospels and Letters)**

Este curso proporcionará una descripción general de los principios hermenéuticos relacionados con la lectura e interpretación de los géneros de evangelio y epístolas del Nuevo Testamento. Los estudiantes analizarán pasajes específicos con el objetivo de desarrollar algunas habilidades básicas para una interpretación fiel de los evangelios y las cartas del Nuevo Testamento.

**Comentarios sobre la inscripción:** *Unidades de educación continua, no para crédito*

This course will provide an overview of the hermeneutical principles related to reading and interpreting the New Testament genres of gospels and letters. Students will analyze specific passages with a goal to developing some basic skills for faithful interpretation of New Testament gospels and letters.

**Enrollment Comments:** *Continuing Education units, not for credit*

### **BIBL1249. Los principios para la interpretación bíblica (Principles for Biblical Interpretation)**

Una visión general de los principios para interpretar la Biblia con miras a su aplicación a la vida contemporánea. El curso implica examinar juntos varias porciones de las Escrituras como casos de prueba para la aplicación de principios hermenéuticos. Este curso también presentará a los estudiantes herramientas y recursos para una interpretación bíblica eficaz.

**Comentarios sobre la inscripción:** *Unidades de educación continua, no para crédito*

An overview of the principles for interpreting the Bible with a view toward application to contemporary life. The course will involve examining together various portions of Scripture as test cases for the application of hermeneutical principles. This course will also introduce students to tools and resources for effective Bible interpretation.

**Enrollment Comments:** *Continuing Education units, not for credit*

## BIBLICAL LANGUAGES (BLG)

### BLG310A and B. Biblical Greek I and II (3)

The first year courses of Koine Greek are designed to give students the needed foundational knowledge of Greek grammar, including phonology, morphology, syntax, and vocabulary development. In all this, students will be working toward acquiring and deepening their facility in reading and interpreting the Greek New Testament.

### BLG311A and B. Biblical Hebrew I and II (3)

These courses introduce students to biblical Hebrew vocabulary, grammar, and syntax. Students will become proficient in reading aloud from the Hebrew Bible, define frequently attested vocabulary, and employ Hebrew language tools in order to faithfully translate and interpret the biblical text.

## BIOLOGY (BIOL)

### BIOL100. General Biology (3)

This lecture course is a survey of contemporary biology topics that emphasizes basic biological principles as related to cell structure and function, levels of organization, reproduction, genetics, development, adaptation, behavior, and ecology. We take a Christ-centered approach to equip every person to navigate practical issues of biological study and health as well as Christian worship and witness. The complementary lab component is recommended for every student.

**Offered:** Spring (on campus); Fall & Spring (online)

**Enrollment Comments:** A complementary lab component (BIOL100L) is offered but not required. BIOL100 meets general education life science requirements. Separate enrollment in the BIOL 100L lab course required to receive general education science lab credit. Course not intended for Biology majors.

### BIOL100L. General Biology Lab (1)

This laboratory is a companion course to BIOL100. Laboratory exercises are designed to demonstrate many of the basic biological principles discussed in lecture, provide students with opportunity to apply principles in experiments, and to expose students to techniques and methods used in modern biology.

**Offered:** Fall & Spring (online only)

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with BIOL100. Meets general education science lab requirements.

### BIOL101. Principles of Biology I: Cellular and Molecular Biology and Genetics (4)

Introduces biological principles that underlie the cellular basis of life. Course topics include biomolecules, cell structure and function, cellular energetics, molecular conveyance of information, cell division, reproduction, development, and genetic inheritance. Students will learn and apply scientific skills, approaches, and strategies to solve problems and to interpret observations in both lecture and the accompanying lab.

**Offered:** Fall

**Prerequisite:** none

**Enrollment Comments:** Course includes a mandatory lab component (BIOL101L) that must be taken concurrently. Successful completion of this course requires passing both BIOL101 and BIOL101L with a C- or better in a concurrent semester. Field trips may be required. Course is intended for science majors.

### BIOL101L. Principles of Biology I: Cellular and Molecular Biology and Genetics Lab (1)

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Fall

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of BIOL101 and must be taken concurrently. Successful completion of this course requires passing both BIOL101 and BIOL101L with a C- or better in a concurrent semester. Meets general education science lab requirements.

### BIOL102. Principles of Biology II: Ecology, Speciation, and Biodiversity (4)

Introduces principles underlying the diversity and interconnectedness of living organisms. The course includes a survey of plant and animal phyla, examines the genealogical relationship between living organisms, and explores the processes that shape biodiversity. The course also covers general principles of ecology, including population dynamics and properties that define the major ecosystems.

**Offered:** Spring

**Prerequisite:** BIOL101 and BIOL101L

**Enrollment Comments:** Course includes a mandatory lab component (BIOL102L) that must be taken concurrently. Successful completion of this course requires passing both BIOL102 and BIOL102L with a C- or better in a concurrent semester. Field trips may be required. Course is intended for science majors. Meets general education: life science requirements.

### BIOL102L. Principles of Biology II: Ecology, Speciation, and Biodiversity Lab (1)

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Spring

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of BIOL102 and must be taken concurrently. Successful completion of this course requires passing both BIOL102 and BIOL102L with a C- or better in a concurrent semester. Meets general education science lab requirements.

### BIOL106. Marine Biology (3)

This course surveys life in the oceans, from coastal ecosystems such as coral reefs and kelp forests to the expansive open ocean. Students will learn to use the scientific method in the sea to discover marine processes, organisms, and ecosystems. This course surveys microscopic plankton, marine invertebrates, fish and marine mammals as well as the ecological principles that determine their distribution. The course also examines human impacts impacting our oceans today.

**Enrollment Comments:** Appropriate for non-science majors. Complementary lab component (BIOL106L) is recommended. Meets general education: life science requirements.

### BIOL106L. Marine Biology Lab (1)

Laboratory exercises and field trips to the California coast provide students with hands-on opportunities to discover marine organisms, ecosystems and processes.

**Enrollment Comments:** Appropriate for non-science majors. Must be taken concurrently with BIOL 106. Meets general education science lab requirements.

**Course Fee:** There is a fee associated with this course.

### BIOL107. Oceans and Life (3)

This general education survey course examines the dynamic nature of earth's oceans while surveying the marine life we discover from the ocean's edge to the deep sea. Students will investigate the nature of ocean waves, tides, and currents and learn how the physical environment impacts life in the sea,

applying the scientific method to understand marine processes, organisms, and ecosystems. The course surveys microscopic plankton, marine invertebrates, fish and marine mammals as well as the ecological principles that determine their distribution. Finally, the course examines the impact of human activities on ocean life today and the role we all have in the conservation and management of earth's essential marine resources. Appropriate for non-science majors.

**Offered:** Most semesters (online)

**Enrollment Comments:** Appropriate for non-science majors. Complementary lab component (BIOL107L) is recommended. Meets general education science requirements.

#### **BIOL107L. Oceans and Life Lab (1)**

This lab accompanies BIOL107 which surveys life in the oceans, from coastal ecosystems such as coral reefs and kelp forests to the expansive open ocean. In this lab, students apply the scientific method to the study of the sea as a way to discover marine processes, organisms, and ecosystems. Through "hands on" modules, students examine microscopic plankton, marine invertebrates, fish and marine mammals as well as the ecological principles that determine their distribution. These studies are further applied to assess how humans impact our oceans today.

**Offered:** Most semesters (online)

**Enrollment Comments:** Appropriate for non-science majors. Must be taken concurrently with BIOL 107. Meets general education science lab requirements.

**Course Fee:** There is a fee associated with this course.

#### **BIOL109OL. Medical Terminology (3)**

The purpose of this course is to provide the student with a broad and comprehensive understanding of the unique language of medical terminology with strong encouragement to view the creation of human anatomy and physiology with a biblical and Christian mindset. Common terms used for the human body's systems including their word parts, spelling, and use will be taught. This will provide the student with the essential working knowledge to interpret medical notes and carry on an informed conversation with healthcare providers, whether for the purpose of helping a client, a patient, the student themselves or their family. A solid foundation will be provided for students who want to pursue a career in health and medical related fields, such as nursing, physical therapy, pharmacy, dentistry, etc.

**Offered:** Every semester (online only)

#### **BIOL161. Nutrition: An Applied Approach (3)**

Addresses the fundamentals of human nutrition with emphasis on the body's utilization of food nutrients and disease processes associated with malnutrition. The course includes defining strategies to empower student to reach their personal health and fitness goals. While appropriate for non-science majors, this course is recommended for students interested in the scientific approach to the study of nutrition.

**Offered:** Every semester (online only)

**Prerequisite:** Eligibility for college level English course

**Enrollment Comments:** This course helps satisfy the general education science requirement as well as lower division coursework for the biology major. Health and Environment course concentration.

#### **BIOL176. Origins—An Intersection of Faith and Science (3)**

Evaluates the scientific evidence for a creator and discusses numerous models of creation from a biblical, theological, and scientific perspective. The course will include in-depth analysis of the creation account in Genesis, considering historical and cultural settings, important theological concepts, and how various interpretive viewpoints have contributed to current conceptual frameworks of creation. The course will also examine the scientific data in support of each of the frameworks or models of creation.

**Offered:** Fall, Spring, Summer (online)

**Prerequisite:** Eligibility for college level English course

**Enrollment Comments:** This course is required for the biology major and also satisfies general education requirements as a Bible elective; does NOT meet a science elective.

#### **BIOL206. Oceanography (3)**

This course examines the dynamic nature of the earth's oceans. Students apply the scientific method to the study of physical conditions and processes within the ocean, realizing how physical oceanography impacts life in the sea. While covering the nature of ocean waves, tides, and currents, this course will stress the interdisciplinary nature of oceanography, identifying links to biology, chemistry, geology, physics, meteorology, astronomy, ecology, history, economics and public policy.

**Offered:** Every semester (online only)

**Enrollment Comments:** Appropriate for non-science majors. Meets general education: physical science requirements.

#### **BIOL206L. Oceanography Lab (1)**

Laboratory exercises provide students with opportunities to study physical conditions and processes within the oceans. This laboratory course is a 1-credit companion course to BIOL206, but does not need to be taken concurrently.

**Offered:** Every semester (online only)

**Enrollment Comments:** Appropriate for non-science majors. Meets general education science lab requirements.

#### **BIOL225. Human Anatomy (3)**

Examines structure, relationships among structures, and histology of the human body through a rigorous study of human anatomy.

**Offered:** Fall, Spring, Summer

**Prerequisite:** Eligibility for college level English course

**Enrollment Comments:** Course includes a mandatory lab component (BIOL225L) that must be taken concurrently. Successful completion of this course requires passing both BIOL225 and BIOL225L with a C- or better in a concurrent semester. This course is designed especially for health science majors interested in careers in medicine, dentistry, nursing, occupational and physical therapy, medical laboratory, physician's assistant, and physical education.

#### **BIOL225L. Human Anatomy Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Cadavers and/or animal organ systems are utilized in the laboratory.

**Offered:** Fall, Spring, Summer

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of BIOL225 and must be taken concurrently. Successful completion of this course requires passing both BIOL225 and BIOL225L with a C- or better in a concurrent semester.

#### **BIOL246. Human Physiology (3)**

Explores the function, regulation, and homeostasis of systems in the human body. Experiments on nonliving systems, blood and circulation, muscle, nervous system and sense organs, ion balance and fluid environment, endocrines, respiration, and digestion.

**Offered:** Fall, Spring, Summer

**Prerequisite:** BIOL101/L and college level chemistry (CHEM 105 or CHEM 110); BIOL225 and BIOL225L strongly recommended; eligibility for college

level English course; consent of instructor may override prerequisite requirements

**Enrollment Comments:** Course includes a mandatory lab component (BIOL246L) that must be taken concurrently. Successful completion of this course requires passing both BIOL246 and BIOL246L with a C- or better in a concurrent semester. This course is recommended for students interested in nursing, physical education, physical and occupational therapy, psychology, dentistry, and allied health careers.

#### **BIOL246L. Human Physiology Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Fall, Spring, Summer

**Prerequisite:** BIOL101 and BIOL101L; BIOL225 and BIOL225L strongly recommended; eligibility for college level English course; consent of instructor may override prerequisite requirements

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of BIOL246 and must be taken concurrently. Successful completion of this course requires passing both BIOL246 and BIOL246L with a C- or better in a concurrent semester.

#### **BIOL261. Clinical Nutrition for Nursing (3)**

This course addresses human nutrition requirements, nutritional imbalances and medical nutrition therapy to treat diseases. This course reviews dietary guidelines, the digestive tract, requirements of macro and micronutrients, along with nutritional assessment and intervention. Anthropometric, biochemical, clinical, dietary, and environmental assessments are discussed for specific diseases. This course explores disease pathophysiology, etiology, diagnosis, signs/symptoms, and nutritional treatment for gastrointestinal diseases, liver disease, diabetes, burns/metabolic stress, cardiopulmonary diseases, renal disease and cancer. The Nutrition Care Process is used to assess nutritional status, identify nutritional problems, determine treatment and evaluate nutritional interventions. This course teaches nutrition support including, enteral and parenteral nutrition. This course integrates evidence-based research along with discussing pharmacology and medical terminology. Diet counseling and patient education issues are also addressed.

**Prerequisite:** BIOL246/L

#### **BIOL336. General Microbiology (3)**

Surveys a diverse spectrum of microorganisms, particularly bacteria and viruses, and emphasizes the interaction of microbes with humans and their role in disease. Topics include microscopy, the immune system, food microbiology, microbial pathogens, and mechanisms of disease transmission.

**Offered:** Spring

**Prerequisite:** BIOL101 and BIOL101L; CHEM105 or CHEM110

**Enrollment Comments:** Course includes a mandatory lab component (BIOL336L) that must be taken concurrently. Successful completion of this course requires passing both BIOL336 and BIOL336L with a C- or better in a concurrent semester. This course is designed for students requiring microbiology for professional schools.

#### **BIOL336L. General Microbiology Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Laboratory work includes aseptic techniques, methods of cultivating and identifying bacteria, and demonstration of microbial properties.

**Offered:** Spring

**Prerequisite:** BIOL101 and BIOL101L; CHEM105L or CHEM110L

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of BIOL336 and must be taken concurrently. Successful completion of this course requires passing both BIOL336 and BIOL336L with a C- or better in a concurrent semester.

#### **BIOL341. Genetics (3)**

Evaluates nucleic acid structure and function; chromosomal structure, gene structure, expression, and regulation; replication; transcription and translation; transmission

**Offered:** Fall

**Prerequisite:** BIOL 101 and BIOL101L; CHEM105 and CHEM105L or CHEM110 and CHEM110L or equivalent

**Enrollment Comments:** Course is required for biology majors

#### **BIOL345. Pathophysiology (3)**

Pathophysiology is an introductory class emphasizing common pathophysiological disorders. This course is designed to build a foundation for moving forward in health science careers. This course will build on knowledge of cell biology, anatomy, physiology, and medical terminology. Mechanisms causing alteration in cellular activity, maintenance of cellular tissue oxygenation, fluid and electrolyte balance, and neuroendocrine control of the human body will be covered in a systemic approach to illnesses and diseases of the human body. Students will learn to analyze signs and symptoms, to understand illness and disease through case studies and activities in lecture. Pathophysiology is a 3 unit course with 3 hours of lecture each week.

**Offered:** Fall

#### **BIOL356. Ichthyology (3)**

This course covers the scientific study of various fish species, including bony fish, cartilaginous fish and jawless fish. Students will examine the taxonomy, morphology, physiology, behavior, ecology and conservation of fish in both freshwater and marine ecosystems.

**Offered:** Fall Odd Years

**Prerequisite:** BIOL 102 or BIOL106 or instructor permission

**Enrollment Comments:** Course includes mandatory lab component

#### **BIOL356L. Ichthyology Lab (1)**

Lab and field exercises provide students with hands-on applications of principles discussed in lecture. Field trips are required. Alternative assignments for field trips may be provided at the discretion of the instructor in special circumstances.

**Offered:** Fall Odd Years

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with BIOL356.

#### **BIOL361. Nutrition and Metabolism (4)**

Introduces the biochemical and physiological bases of metabolism of protein, fat and carbohydrate; the biological role of vitamins and minerals; nutrient requirements during the life cycle; assessment of dietary intake and nutritional status.

**Offered:** Spring

**Prerequisite:** BIOL161; CHEM106 and CHEM106L or CHEM211 and CHEM211L; BIOL246 and BIOL346 highly recommended

#### **BIOL371. Biology as Mission (3)**

Examines a theological and practical missiology for natural and applied science majors. Students will learn that mission is not a trip we go on or a

church ministry we participate in, but a life we live wherever our careers lead. While presenting a biblical basis for missional living, students will learn to use their knowledge, skills and vocation to point people to Jesus in everyday life. Students will explore historical examples of missionaries, doctors and teachers and engage in their own environmental and/or medical missions.

### **BIOL376. Philosophies of Origin Science (3)**

An introduction to the history and philosophy of science, with an emphasis on theological influences and a focus on origins science. This course reviews the history of origins beliefs and how those beliefs influence and shape today's science, and views of origins. Students learn to think critically about origin arguments and beliefs, and to see how scientific evidence is interpreted and framed by underlying philosophical and theological influences. The interaction between religion and science is explored more completely and rigorously than in typical introductory treatments and equips students to be more astute in perceiving subtle, non-empirical, influences in science and its wider influences. This is not an advocacy class.

**Prerequisites:** *There are no course requirements, but students should be comfortable with using spreadsheets such as Microsoft Excel, Google Sheets, or Apple Numbers.*

### **BIOL390. Global Health Perspectives (3)**

This course introduces today's global health challenges within the contexts in which they exist: societal, cultural, political, environmental, biological and spiritual. Students will learn how these factors interact to both impede and promote good health. A final research paper tailored to the student's major will integrate the concepts from the course. BIOL390 has been approved as an elective in environmental studies, global leadership, kinesiology and public policy.

**Offered:** *Fall*

**Prerequisite:** *Upper division standing*

### **BIOL475. Biology Internship (3)**

Senior year program of activity in a life science or health science field; involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

**Offered:** *Fall, Spring*

### **BIOL495. Molecular Methods (3)**

Surveys a diverse spectrum of tools used to study DNA, RNA, and proteins. Topics include principles of transcription, translation, and application of current methods and technologies in molecular biology in the field of environmental and life sciences.

**Prerequisite:** *BIOL101*

### **BIOL495L. Molecular Methods Lab (2)**

Laboratory exercises provide students with hands-on application of principles discussed in lecture. Laboratory work includes DNA/RNA isolation, cloning, protein isolation, and analysis. Concurrent with learning techniques in molecular biology, students will actively participate in completion of the analysis of samples of environmental DNA from the PCT Biodiversity Megtransect.

**Prerequisite:** *BIOL101L*

### **BIOL497. Biology Research Assistantship (1-5)**

This course enables students to earn credit while assisting Biology faculty with research projects. Students work closely with faculty researchers to develop research, complete experiments, collect field data, conduct data analysis, and/or create scientific publications and presentations. May be taken for 2-4 units.

**Offered:** *Fall, Spring*

**Prerequisite:** *Upper division standing; consent of instructor*

### **BIOL498. Senior Seminar (3)**

A capstone course for biology students in their senior year, Senior Seminar equips the students with an understanding of the full breath of Biology as well as exposure to current issues in the field. Through synthesis of a Final thesis, students are given the opportunity to integrate principles studied in the first through third year curriculum and critically analyze as well as articulate their own solution to challenges that they have observed or encountered. A key component of the Final thesis is a personal integration of faith to their topic of choice. Students acquire important tools such as writing a proposal; developing a project outline; conducting an effective library literature search; synthesizing an application piece for a target audience; and designing and presenting a poster in a research conference style setting.

**Offered:** *Spring*

**Prerequisite:** *Upper division standing; consent of instructor*

## **BUSINESS (BUS)**

### **BUS100. Introduction to Business (3)**

This introductory course explores the foundations of business in a changing world. Topics include, how to make effective business decisions, the importance of ethics and social responsibility, starting, managing, and growing a business, motivating employees, digital marketing trends, problem solving in business, and the essentials of accounting, banking, and financial planning. Students will learn how to use spreadsheets in personal finance.

### **BUS103. Design Thinking and Structures (2)**

Basics of design principles, user empathy, and testing product hypothesis

### **BUS111. Programming Foundations in Python (2)**

This course is an introduction to working with, and designing databases. Students will develop a foundational knowledge of database concepts, theory, and an overview of the various implementations and architectures.

### **BUS140. Management and Organizational Behavior (3)**

This course provides an introductory exploration of individual and group behavior within organizations. Its purpose is to provide business students an understanding of how organizations can be managed more effectively and at the same time enhance the quality of their employees work life. Topics include: organizational commitment, job performance and satisfaction, motivation, stress, ethics, learning and decision making, leadership, team dynamics, and organizational structure and communication.

### **BUS191. Introduction to Statistics for Data Analytics (2)**

The BASIC STATISTICS (Introduction to Statistics for Data Analytics) course will help students gain a fundamental understanding of statistical concepts that will be used throughout the Data Science program. Topics covered include probability, data types, common distributions, common descriptive statistics, and statistical inference.

### **BUS210. Management Information Systems (3)**

This course explores how technology can better enable the strategic business functions of an organization in order to provide a greater competitive advantage in the market place. Thus, this course examines the effective design, implementation, use and maintenance of information systems as well as providing an introduction to such related areas as ebusiness, business intelligence, cybersecurity, systems infrastructure, emerging business technologies, and relevant MIS ethical considerations.

### **BUS212. Ethical Hacking and Penetration Testing (3)**

This course provides the foundational skills and information required to perform Ethical Hacking or Penetration Testing. The course will conduct a

review of network, web and system technologies, communication protocols and technologies, as well as malware operations. The course will also cover the areas of analysis and assessment, security controls and methodologies, and provide an overview of Tools, Systems and Programs used in the practice. Security procedures, regulation and policy will also be covered. Finally, the course will cover the importance of ethics in business and especially in the execution of ethical hacking and penetration testing. This course should help prepare the student for the EC-Council Certified Ethical Hacker (CEH) V9 Certification Exam.

**Offered:** Fall odd years

#### **BUS240. Macroeconomics (3)**

This course provides a survey of the major concepts of macroeconomics, which include an examination of GDP, the business cycle, unemployment, inflation, fiscal and monetary policy, the national debt, foreign exchange and international trade. The Federal Reserve, banking system and interest rates will also be explored along with the economics of developing nations. Thus, this course provides both a U.S. and International focus regarding the study of macroeconomics.

#### **BUS241. Microeconomics (3)**

This course provides a survey of the study of microeconomics for individuals and business managers with a focus on major economic concepts from a Christ-centered perspective. This course will include an examination of the principles of scarcity, supply, demand, elasticity, price, production, strategy and other important elements of microeconomics relevant to making effective economic decisions for households and firms. In addition, this course will relate macroeconomic concepts which pertain to individuals and firms. Economists who have significantly contributed to the field of economics will also be examined.

#### **BUS242. Personal Finance (3)**

This course provides an overview of best practices in managing your personal finances. Starting from a Biblical perspective, the course explores a breadth of money issues and common pitfalls that a Christian face while in college and after graduation. Topics include: God owns it all, budgeting, credit cards, debt, savings, compound interest, retirement planning, purchasing large assets like automobiles, investment alternatives, home buying, contentment, and generosity.

#### **BUS244. Economics for Managers (3)**

An overview of economics from the perspective of management with a special focus on microeconomic concepts applied in specific case studies. This course will include an accelerated review of supply, demand, price, production, strategy and the important elements of economic theory relating to key decision making within the firm. The course will also review relevant macroeconomic theory as it relates to firms existing in different market structures. This course serves as a prerequisite for the business administration major and may be waived by students who have completed both macroeconomics and microeconomics at a qualified college or university.

#### **BUS251. Supply Chain Management Technologies (3)**

This course covers the major relevant supply chain technologies and systems. In this course, you'll survey the systems that enable the supply chain in best-in-class supply chain organizations. Understanding of how information flows throughout the supply chain is critical to managing a supply chain and this will be the main focus in this course. By the end of this course, you will have gained a basic understanding of how supply chain systems work and how they make the supply chain more efficient and effective.

**Offered:** Fall

#### **BUS260. Business Law (3)**

A general explanation of the law as it pertains to profit and not-for-profit organizations including its sources, development, and terminology. Specific legal doctrines and principles that affect business including an introduction to contracts, legal documents, and property are covered. Business entity structures such as sole-proprietorships, partnerships, limited liability companies and corporations are addressed.

#### **BUS290. Business Statistics (3)**

An overview of the business applications of various useful statistical methods, concepts, and business tools. Topics include: an introduction to business statistics and ethics, descriptive statistics, discrete and continuous random sampling, distributions and confidence intervals, hypothesis testing, comparing means and proportions, regression analysis, model building, and decision theory. This course is required for all business majors.

#### **BUS305. Business Ethics (3)**

This course explores the foundations of ethics in the realm of business. Students will examine ethical and effective decision-making, both individually and professionally, based upon industry standards and scriptural principles. Topics such as corporate culture, social responsibility, governance, and environmental sustainability will also be explored.

#### **BUS301. Strategic Public Relations (3) (Online; Provided in partnership with Rize Education)**

Modern companies are increasingly focused on their public image and brand. This has created a significant demand for employees with an understanding of how to message complex issues to a wide audience. This course will introduce you to Public Relations theory and how business and communication strategies are interrelated. For the final project, you'll take on the role of communications director and create a holistic strategic PR plan.

#### **BUS302. Organizational Communication (3)**

An introduction to the concepts of effective communication. It will enhance communication in building teams and in other organizational settings and addresses important interpersonal exchange issues, such as conflict resolution.

#### **BUS303. Public Relations Tactics (3) (Online; Provided in partnership with Rize Education)**

This course provides students with a range of Strategic Communications and Public Relations tactics that they can deploy to create effective, targeted messaging. The primary focus will be on translating principles and theory to applicable actions.

**Prerequisite:** BUS301

#### **BUS309. Applied Ethics for Business (3)**

This course provides a biblical foundation for Christian ethics in the marketplace. It utilizes the Sermon on the Mount (Matthew 5-7) as a primary text for the formulation of Kingdom ethics and a basis for personal decision making. It also makes specific applications to the business world through the analysis of real-world dilemmas and challenges.

#### **BUS310. Governance of Enterprise IT Environments (3)**

The Governance of Enterprise IT Environments course introduces the student to what is required to ensure the definition, establishment, and management of a framework for the governance of enterprise IT in alignment with the mission, vision and values of the enterprise. This course will give the student perspective on how to achieve enterprise objectives by aligning IT strategic plans with enterprise strategic plans. The student will also be exposed to



techniques used to ensure that investments in IT assets deliver benefit to the business. The implementation of an IT risk management framework will also be discussed. The course covers how to optimize IT resources including IT people, processes, technology and services.

*Offered: Fall even years*

### **BUS311. Information Security Management (3)**

This course provides a management focused perspective on information security. This course will provide the student exposure to Information Security Governance, Information Risk Management, Information Security Program Development and Management and Information Security Incident Management. The student should gain an understanding of how to implement and manage a security program in an enterprise

*Offered: Fall odd years*

### **BUS320. Marketing (3)**

A general explanation of the analysis of marketing opportunities; planning of marketing programs with emphasis on product, price, promotion and distribution; control of the marketing effort; social and ethical responsibilities of marketing.

### **BUS321. Sales and Negotiation Strategies (3)**

The purpose of this course is to provide a review of the theoretical and practical foundation of personal selling and to build practical sales experience. Specific attention is paid to relationship strategy, customer strategy, product strategy, and presentation strategy and the role of personal selling in the marketing mix and the current business environment. Particular emphasis is placed on relationship-building skills, negotiating, problem analysis, solution-based presentations, and closing/follow-up techniques. Students compete in at least one sales competition.

*Offered: Spring Even Years*

### **BUS322. Social Media Marketing (3) (Online; Provided in partnership with Rize Education)**

The average consumer spends 2.5 hours per day on social media sites and this course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that.

### **BUS324. SEO and SEM (3) (Online; Provided in partnership with Rize Education)**

How do you find what you're looking for on the internet? Chances are you turn to google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website.

*Prerequisite: BUS322*

### **BUS325. Email Marketing (3) (Online; Provided in partnership with Rize Education)**

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign.

*Prerequisites: ENGL101A, ENGL101B*

### **BUS331. Social Entrepreneurship (3)**

The purpose of this course is to introduce students to the theories and activities related to social entrepreneurship. Course topics include developing management skills for social entrepreneurial organizations, creating social impact, and social performance measurement. The concept of microfinance as a social mechanism will also be explored.

*Offered: Spring Even Years*

### **BUS342. Financial Management (3)**

This is an upper-division introductory course in corporate (managerial) finance designed for undergraduate students majoring in business. This class explores the foundational principles and practices necessary to be an effective financial manager of a for-profit firm. Topics include industry ethics, the role of financial institutions and markets in finance, cash management and planning, financial statement reporting and ratio analysis, debt and equity usage, capital budgeting, leverage and capital structure fundamentals, dividend payout policy formation, and other relevant topics in managerial finance.

*Prerequisite: ACCT245 or ACCT 247*

### **BUS348. Money and Banking (3)**

This upper division business course explores the history, use, and functions of money as well as the topic of interest rate determination. It also surveys the two major perspectives of financial market theory (efficient markets and behavioral finance). In addition, money and capital markets (equity and debt) are examined. Students also learn how the Federal Reserve Bank deploys its three major monetary tools. A study of commercial banking, financial analysis and stewardship completes the course. This class is required for those concentrating in finance but is also suitable for those majoring in business.

*Offered: Spring Odd Years*

*Prerequisite: BUS240*

### **BUS349. Risk Management (3)**

This course is designed to explore the fundamental strategies of enterprise-wide risk management. Students will develop an awareness of the challenges, the tools, and the process of designing and implementing an effective risk management program. Students will learn ways in which businesses assess, control, mitigate, and transfer/share risk using insurance and other risk strategies. An effective risk management program reduces losses and improves performance, while increasing organizational sustainability.

*Offered: Spring Even Years*

*Prerequisite: BUS342*

### **BUS351. Project Management Tools and Techniques (3)**

This course introduces tools and techniques used in project management including computer software. Topics include: defining project scope; identifying and tracking project risks; evaluating, controlling, monitoring, and closing a project. This course examines the Christian perspective on projects, organizations, team building, conflict, leadership and ethics. Project management software (Microsoft Project and others) are utilized to develop an integrated project plan and create a project work breakdown structure (WBS) and GANTT schedule in order to track milestones.

### **BUS352. Project Cost and Budget Management (3)**

This course analyzes the importance of cost management in executing a project plan and incorporates the elements of mid-project changes and cash

flow management. Topics include: cost estimation; creating a realistic baseline; evaluating project performance; and effectively presenting project benefits to the stakeholders. Quantitative and qualitative cost and budgeting tools will be examined such as: Work Breakdown Structure (WBS), Net Present Value (NPV), Internal Rate of Return (IRR), Cost Variance (CV), Schedule Variance (SV), Cost Performance Index (CPI), Schedule Performance Index (SPI), Estimate to Complete (ETC), & Earned Value Management (EVM). Microsoft Excel is utilized to develop an integrated project cost and budget plan and track project milestones. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

#### **BUS354. Project Risk Management (3)**

This course analyzes the importance of assessing and managing risk in a project from a biblical basis. An emphasis is placed on a Christ-centered approach to project risk management plan, identifying and documenting risk in a project, performing qualitative (RBS, OPA & EEF) and quantitative risk analyses (EVM & PERT), planning risk responses and applying PMBOK® and PMI® standards to a project. Students will be exposed to 1. Risk Management Planning, 2. Risk Identification, 3. Risk Analysis, 4. Risk Response Planning, and 5. Risk Monitoring and Control. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

#### **BUS355. Project Quality Management (3)**

This course analyzes the importance of quality management in executing a project plan. An emphasis is placed on a Christ-centered approach to quality planning, quality assurance, and quality control. Topics include biblically ethical approaches to problem solving tools, such as flow charts, checklists, cause and effect diagrams, and audit techniques to assess compliance with company-documented processes. Students will be exposed to 1. Quality management theory, 2. Quality planning, 3. Quality assurance, and 4. Quality control. Major topics include Total Quality Management (TQM), quality and organizational culture, change implementation, quality and global competitiveness, quality function deployment (QFD), and quality plan implementation. The course also explores various areas of the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

#### **BUS356. Forecasting & Logistics (3) (Online; Provided in partnership with Rize Education)**

Have you ever wondered how that Amazon package arrived at your door so quickly? Supply chain management is the process by which organizations get us the products we consume, and companies need talented employees to help optimize their supply chain. This course will teach you how to use forecasting techniques to match supply and demand, and how to develop logistics networks that help minimize costs and deliver top customer service. *Offered: Fall, Spring*

#### **BUS357. Sourcing & Operations (3) (Online; Provided in partnership with Rize Education)**

In today's modern economy, something as simple as a razor might be manufactured in multiple countries with each part coming from a different supplier. This course will teach you how businesses manage this increasing complexity behind the scenes through efficient sourcing of suppliers and operations. You will have the opportunity to apply this knowledge by conducting a real-world case study of a product of your choosing.

*Offered: Fall, Spring*

*Prerequisites: BUS356*

#### **BUS372. International Business (3)**

This course is a study of management functions and practices in an international context. It includes the comparison of management and business practices from various political and cultural perspectives, with an emphasis on what managers need to be aware of in order to successfully function as Christians in the international business environment.

#### **BUS381. Operations Management (3)**

An overview of the processes that transform inputs into finished goods and services; helps students understand the importance of operations management and how it interacts with other parts of the organization; develops skills in applying appropriate analytical tools to business operations challenges.

*Prerequisite: BUS290*

#### **BUS382. Human Resource Management (3)**

A study of the theories and practices of human resource management; strategies to secure, develop and maintain a productive workforce; job analysis, work design, HR planning, recruitment, selection, training, evaluation, compensation and benefits, EEO, OSHA, labor relations, employee rights and discipline.

*Offered: Spring*

#### **BUS384. Management Leadership (3)**

This course explores the concept of business management leadership through the lens of a Christian worldview. Students will examine the theoretical context of leadership theory and determine application in the practices of noted business leaders and through interactions with local Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities.

*Offered: Fall*

#### **BUS388. Entrepreneurship (3)**

This course provides an insight into the characteristics of entrepreneurs and examines the growth of entrepreneurship. Students will apply the methods used to create, identify and evaluate opportunities for new ventures and the skills that are needed to start and manage new ventures. Students will develop a preliminary business plan including problems and factors involved in launching and operating small profit and nonprofit organizations.

Emphasizes entrepreneur characteristics sought by venture capitalists and investors, role of the business plan and evolutionary stages of start-up activity.

*Offered: Spring*

#### **BUS389. Management Principles (3)**

A study of the five parts of managing organizations: planning, organizing, staffing, leading, and controlling/evaluating with the study of principles for application to both not-for-profit and for-profit organizations as informed by Christian perspectives and scripture.

#### **BUS402. Crisis Communications (3) (Online; Provided in partnership with Rize Education)**

As companies are increasingly taken to task for their errors, the ability to successfully respond to a crisis can mean the difference between weathering a storm or facing collapse. In this course, you will learn how to develop and execute crisis communications strategies for the private and public sectors. By the end of the course, you will be able to help an organization respond confidently and effectively to a wide range of problems.

**BUS410. Information Risk Management (3)**

The information Risk Management course provides the student an introduction into the field of IT Risk Management. The course will cover the areas of IT Risk Identification, IT Risk Assessment, Risk Response and Mitigation and Risk and Control Monitoring and Reporting. The student will learn to identify the universe of IT risk to contribute to the execution of the IT risk management strategy in support of business objectives and in alignment with the enterprise risk management (ERM) strategy. The student will also learn to analyze and evaluate IT risk to determine the likelihood and impact on business objectives to enable risk-based decision making. The course will provide the ability to determine risk response options and evaluate their efficiency and effectiveness to manage risk in alignment with business objectives. Finally, the student will gain an understanding of how to continuously monitor and report on IT risk and controls to relevant stakeholders to ensure the continued efficiency and effectiveness of the IT risk management strategy and its alignment to business objectives.

*Offered: Spring Even Years*

**BUS420. Digital Marketing (3)**

Companies today must navigate a constantly changing digital landscape. From social media to email to search marketing, today's organizations must master a range of strategies and ecosystems. This course walks students through the process of defining, implementing and measuring digital marketing campaigns. This includes defining value propositions, creating campaigns, deploying social media, email, blogs and paid search and using analytic tools to measure success. By the end of the course, students should have a solid grasp of how to create and implement a digital marketing campaign from scratch.

*Offered: Fall Even Years*

**BUS421. International Marketing (3)**

Focus on the business of global marketing. Focus will include the major economic, technological, industrial, political and demographic forces affecting international trade integrated with the marketing management functions.

*Offered: Fall Odd Years*

*Prerequisite: BUS320; BUS372*

**BUS422. Digital Marketing Analytics (3) (Online; Provided in partnership with Rize Education)**

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools, and use that data to test marketing hypotheses and improve customer acquisition.

**BUS432. New Venture Finance (3)**

This course connects the concepts of finance principles to the needs of a new venture and small businesses. Topics include incorporation, venture capital, business models, financial analysis, valuation, capital structure, cash flow forecasting, growth, and exit strategies. Students will understand the difference between debt and equity financing and how and why to use each through real world causes. This course will build on the knowledge gained in the entrepreneurship and finance courses so students will understand specific small business applications such as deal structuring and valuation techniques. Students can determine if a new venture will turn a profit, how to calculate needed capital, and how to determine risk.

*Offered: Fall Odd Years*

**BUS433. Managing and Growing New Ventures (3)**

This course builds on the initial course in entrepreneurship by focusing on managing and growing an operating new venture. Topics include hiring, expanding markets, finding financing, selecting locations, and balancing risk. This course will include a hands-on case study to apply the concepts to an existing enterprise.

*Offered: Spring Odd Years*

**BUS449. Advanced Managerial Finance (3)**

The course builds upon the corporate finance theories related to the financing and investment policies of the firm and attempts to develop more effective decision-making skills in these areas. Areas include mergers and acquisitions, corporate reorganizations, financial planning, treasury/cash management, investment strategy, capital structure, IPOs and stock offerings, dividend policy, bond issuance, loans/lines of credit options, leasing options, venture capital, asset/liability management, advanced capital budgeting, and current issues regarding international finance.

*Offered: Fall Even Years*

*Prerequisite: ACCT245 and BUS342*

**BUS458. Supply Chain Capstone (3) (Online; Provided in partnership with Rize Education)**

This course - built in collaboration with corporate advisors - is the culmination of your work as a student of supply chain management. In this course, you'll be tasked with creating a series of solutions to actual problems faced by a real-world company in delivering their product to consumers. By the end of this course, you will have built experience in solving real-world supply chain problems and seeing how your solutions compare to the professionals.

*Offered: Fall*

*Prerequisites: BUS356 & BUS357*

**BUS475. Business Internship (2)**

A directed educational experience with a business, nonprofit organization, or church. It involves supervision by a manager of the business and a faculty advisor as the business intern applies business principles in a practical environment.

**BUS480. Applied Christian Leadership in Management (3)**

This course explores the concept of business management leadership through the lens of a Christian worldview. Students will examine the theoretical context of leadership theory and determine application in the practices of noted business leaders and through interactions with local Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities.

**BUS492. Marketing Research (3)**

This course is a practical application of contemporary methods for gathering, analyzing, and developing market research for use in business decision making. Research methodology includes specific topic areas as the research process, primary and secondary data, qualitative and quantitative research methods, statistical analysis, and utilization of technology. Questionnaire and experimental design, attitude measurement, sampling and data analysis are emphasized along with applications to marketing decision-making.

*Offered: Spring*

*Prerequisite: BUS320*

**BUS495. Investment Analysis (3)**

This course is designed to understand procedures and tools necessary to evaluate investment variables, determine value, and analyze risk/return characteristics of equity, fixed income securities, and alternative individual investments from a Christ-centered standpoint. The course further

emphasizes responsible decisions and provides background for comprehensive portfolio analysis.

**Offered:** Fall Odd Years

**Prerequisite:** BUS342

### **BUS496. Business Capstone (2)**

The BSBA capstone course provides students with an opportunity to demonstrate their mastery of the Jessup School of Business program learning outcomes as well as their business acumen in their chosen concentration or specialization in the field of business. Students will conduct research in a specific area of business (accounting, entrepreneurship, finance, management, marketing, etc.) and prepare an industry relevant capstone paper and video presentation as the major deliverables for this Online program capstone course.

**Enrollment comment:** Online only. Not for traditional undergraduate students.

### **BUS498. Strategic Management (3)**

Integrative BSBA capstone course analyzing interrelationships of managerial decisions/actions within and between the firm and its environment. Applies multi-disciplinary techniques to diagnose and recommend actions appropriate to specific company situations.

**Prerequisite:** BUS320; BUS342; BUS381

## **Career, Academic and Personal Success (CAPS)**

### **CAPS001. ARC Study Hall (0)**

Students who receive 3 or more points in the Academic Probation system may be allowed to continue under an "Academic Recovery Contract." Terms of the contract must be maintained or immediate dismissal may occur. The contract is administered through the Academic Achievement Center.

**Course Fee:** There is a fee associated with this course.

### **CAPS002. Proctoring Services (0)**

Proctoring Services provided by the Academic Achievement Center.

### **CAPS004. Maintaining Academic Integrity (0)**

Students who receive their first Academic Integrity Alert will be enrolled in this course to help provide a supportive environment to learn about plagiarism and other academic integrity expectations.

### **CAPS005OL. Virtual Academy**

This course is designed to support and resource students virtually who enter probation for the first time. Students are required to meet with a supplemental instructor for one hour weekly for one term.

**Course Fee:** There is a fee associated with this course.

### **CAPS100. Principles of Academic and Personal Development (1)**

The purpose of this course is to expose students to academic and personal tools that will help them enhance their strengths, acknowledge and develop their weaknesses, and learn to adapt the tools in such a way that they can be modified for lifelong learning.

**Enrollment Comments:** Not available to students who have taken CM301XL

**Course Fee:** There is a fee associated with this course.

### **CAPS102. Implementing Academic and Personal Development Principles (.5)**

Utilizing the principles learned in Principles for Academic and Personal Development (CAPS100), this course will continue to apply these principles to academics, daily living, and a career path.

### **CAPS104OL. Strategies for Online Success (1)**

This is an online course that introduces students to online learning and its differences from learning in a traditional, face-to-face classroom. Necessary elements for success are discussed, and each student's strengths and weaknesses are examined. Students have an opportunity to sharpen their study skills, as well as to develop online research expertise. The concept of learning within an online community is introduced and discussed in relation to the broader Christian community of the Body of Christ.

### **CAPS175. Career Exploration for Freshmen and Sophomores (1)**

This course is offered by the Career and Life Planning office (CLP) for freshmen and sophomores. CLP exists to help Jessup students and alumni be prepared for the world of work upon graduation and to become "Exceptional Employable." This course supports this campus-wide initiative. This course will engage students in discovering their values, interests and strengths as they relate to their major and career options. The course is designed as an intensive opportunity to deepen their understanding of self and apply that knowledge within career planning. Students will use an array of self-assessments and career exploration tools to research and identify careers and academic options and create an action plan for attaining vocational goals.

### **CAPS201. Transfer Academy (1)**

Transfer Academy is reserved for students who need an intensive academic support environment, providing skills in time management, personal assessment, study skills, career development, and Christian ethics and integrity. This course is required for all first-term transfer students Admitted on Support.

**Course Fee:** There is a fee associated with this course.

### **CAPS202. Academic Enrichment Academy (1)**

Academic Enrichment Academy is reserved for continuing students who need an intensive academic support environment, providing skills in time management, personal assessment, study skills, career development, and Christian ethics and integrity.

**Course Fee:** There is a fee associated with this course.

### **CAPS275. Professional Competencies (2)**

The career readiness of college graduates is an important issue in higher education, in the labor market, and in the public arena. Yet, up until now, "career readiness" has been undefined, making it difficult for leaders in higher education, workforce development, and public policy to work together effectively to ensure the career readiness of today's graduates. The National Association of Colleges and Employers, through a task force of college career services and HR/staffing professionals, has developed a definition, based on extensive research among employers, and identified eight competencies associated with career readiness (Critical Thinking/Problem Solving, Oral/Written Communications, Teamwork/Collaboration, Digital Technology, Leadership/Entrepreneurship, Professionalism/Work Ethic, Career Management, Global/Intercultural Fluency). This course will cover FOUR of these competencies, with the balance being covered in a second semester course.

### **CAPS301. Strategies for Success (3)**

Building on individual strengths, this course prepares adult students for college success and sharpens their critical thinking, writing, and research skills. It also integrates biblical principles into personal strategies for success within and beyond the Adult Degree Completion.

### **CAPS375. Career Readiness for Juniors and Seniors (1)**

This course is offered by the Career and Life Planning office (CLP) for juniors and seniors. CLP exists to help Jessup students and alumni be prepared for the world of work upon graduation and to become "Exceptionally Employable." This course supports this campus-wide initiative. This course will engage students to demonstrate and practice all of the steps associated with institutional internship requirements and practical tools to use within the job search process. Course topics include (but not limited to): self-assessment, occupational research, goal setting, resume writing, cover letter writing, internship resources and procedures, social media reputation management, portfolio creation, and interviewing strategies.

*Recommend CAPS175 as prerequisite*

### **CAPS376. Career Services (1)**

This course covers advanced job search techniques, instructing students on how to leverage LinkedIn to build personal brand and land key connections. We show students how to effectively research the industry and employer of interest before applying for a position. This course also provides resume consultations to help students build powerful resumes that recruiters look for.

## **CHEMISTRY (CHEM)**

### **CHEM100. Chemistry Concepts (3)**

Introduces basic concepts of general chemistry, including classification of matter, the nature of atoms, ionic and molecular compounds, chemical reactions and equations, conservation laws, behavior of gasses, solution chemistry, and acid/base chemistry. This course is designed for beginning students.

*Offered: Most semesters (Online)*

*Enrollment Comments: Meets general education: physical science requirements. Accompanying lab course is recommended.*

### **CHEM100L. Chemistry Concepts Lab (1)**

This laboratory course provides students with hands-on applications of principles discussed in CHEM100 and demonstrates chemistry that happens in every-day living.

*Offered: most semesters (online)*

*Course Fee: Household / kitchen supplies and consumable food items are required, at your expense.*

*Enrollment Comments: Meets general education science lab requirements. Must be taken concurrently with CHEM 100.*

### **CHEM105. Introduction to Chemistry (4)**

Introduces fundamental principles of general chemistry including types of matter and physical states, physical and chemical transformations, chemical equations and stoichiometry, bonding, atomic and chemical structure, intermolecular forces, gas laws, solutions, colligative properties, acids and bases, and nuclear chemistry. This course is designed to meet the requirements for certain nursing, dental hygiene, environmental science, and forestry programs. Satisfies general education science requirements.

*Offered: Fall, Spring*

*Prerequisite: MATH 101 or equivalent and eligibility for college level English*

*Co-requisite: CHEM105L*

*Enrollment Comments: Course includes a mandatory lab component (CHEM105L) that must be taken concurrently. Successful completion of this course requires passing both CHEM105 and CHEM105L with a C- or better in a concurrent semester. Meets general education: physical science requirements.*

### **CHEM105L. Introduction to Chemistry Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Satisfies general education science lab requirements when taken concurrently with CHEM 105.

*Offered: Fall, Spring*

*Prerequisite: MATH 101 or equivalent and eligibility for college level English*

*Co-requisite: CHEM105*

*Course Fee: There is a fee associated with this course.*

*Enrollment Comments: This is a mandatory lab component of CHEM105 and must be taken concurrently. Successful completion of this course requires passing both CHEM105 and CHEM105L with a C- or better in a concurrent semester. Meets general education science lab requirements.*

### **CHEM106. Introduction to Organic Chemistry and Biochemistry (4)**

A study of the major classes of organic compounds, including nomenclature structure, properties, intermolecular forces, and types of reactions. This course then applies the concepts of organic chemistry to the structure and function of biomolecules such as carbohydrates, lipids, proteins, enzymes, and DNA and RNA. This course is designed to meet the requirements for certain nursing, dental hygiene, environmental science, and forestry programs. Satisfies general education science requirements.

*Offered: Spring*

*Prerequisite: CHEM105 or CHEM111*

*Co-requisite: CHEM106L*

*Enrollment Comments: Course includes a mandatory lab component (CHEM106L) that must be taken concurrently. Successful completion of this course requires passing both CHEM106 and CHEM106L with a C- or better in a concurrent semester. Meets general education: physical science requirements.*

### **CHEM106L. Introduction to Organic Chemistry and Biochemistry Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Satisfies general education science lab requirements when taken concurrently with CHEM 106.

*Offered: Spring*

*Co-requisite: CHEM106*

*Course Fee: There is a fee associated with this course.*

*Enrollment Comments: This is a mandatory lab component of CHEM106 and must be taken concurrently. Successful completion of this course requires passing both CHEM106 and CHEM106L with a C- or better in a concurrent semester.*

### **CHEM110. General Chemistry I (3)**

A major level course covering atomic structure, organization of the periodic table, chemical bonding, intermolecular forces, physical and chemical changes of elements and compounds, chemical reactions and stoichiometry, properties of solutions, gas laws, and thermochemistry. Intended for students planning professional school studies in medicine (doctor of medicine, chiropractic, veterinary, etc); physician's assistant, physical therapy) or graduate studies in life sciences.

*Offered: Fall*

*Prerequisite: MATH101 or placement in MATH102 or higher; prior chemistry knowledge as assessed by successful completion of CHEM 100 or equivalent or California Chemistry Diagnostic Test.*

*Co-requisite: CHEM110L*

*Enrollment Comments: Course includes a mandatory lab component (CHEM110L) that must be taken concurrently. Successful completion of this course requires passing both CHEM110 and CHEM110L with a C- or better in a concurrent semester. Meets general education: physical science requirements.*

**CHEM110L. General Chemistry I Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Laboratory experiments include stoichiometric relations, properties and collection of gasses, atomic spectroscopy, condensed phases and intermolecular forces, and introductory quantitative analysis.

**Offered:** Fall

**Co-requisite:** CHEM110

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of CHEM110 and must be taken concurrently. Successful completion of this course requires passing both CHEM110 and CHEM110L with a C- or better in a concurrent semester. Meets general education science lab requirements.

**CHEM 111. General Chemistry II (3)**

A continuation of CHEM110 covering kinetics, equilibrium, thermodynamics, electrochemistry, and nuclear chemistry. Intended for students planning professional school studies in medicine (doctor of medicine, chiropractic, veterinary, etc; physician's assistant, physical therapy) or graduate studies in life sciences.

**Offered:** Spring

**Prerequisite:** CHEM110, MATH101 or placement in MATH102 or higher

**Co-requisite:** CHEM111L

**Enrollment Comments:** Course includes a mandatory lab component (CHEM111L) that must be taken concurrently. Successful completion of this course requires passing both CHEM111 and CHEM111L with a C- or better in a concurrent semester.

**CHEM111L. General Chemistry II Lab (2)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Laboratory experiments include thermochemistry, equilibria, and quantitative analysis using volumetric methods, selected analytical methods and syntheses.

**Offered:** Spring

**Prerequisite:** CHEM110L; MATH101 or placement in MATH102 or higher

**Course Fee:** There is a fee associated with this course.

**Co-requisite:** CHEM111

**Enrollment Comments:** This is a mandatory lab component of CHEM111 and must be taken concurrently. Successful completion of this course requires passing both CHEM111 and CHEM111L with a C- or better in a concurrent semester.

**CHEM210. Organic Chemistry I (3)**

Offers a rigorous, in-depth presentation of basic principles with emphasis on stereochemistry and spectroscopy and preparations and reactions of nonaromatic hydrocarbons, haloalkanes, alcohols, ethers, aromatic hydrocarbons, and organometallic compounds. CHEM210 and CHEM310 are intended for students planning professional school studies in medicine or graduate studies in biology or chemistry related sciences.

**Offered:** Fall

**Prerequisite:** CHEM111

**Co-requisite:** CHEM210L

**Enrollment Comments:** Course includes a mandatory lab component (CHEM210L) that must be taken concurrently. Successful completion of this course requires passing both CHEM210 and CHEM210L with a C- or better in a concurrent semester.

**CHEM210L. Organic Chemistry I Lab (2)**

Focuses on the theory and practice of essential organic chemistry laboratory techniques of separation, extraction, recrystallization, chromatography, melting point, and spectroscopy.

**Offered:** Fall

**Co-requisite:** CHEM210

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of CHEM210 and must be taken concurrently. Successful completion of this course requires passing both CHEM210 and CHEM210L with a C- or better in a concurrent semester.

**CHEM310. Organic Chemistry II (3)**

Continues the CHEM210 /310 Organic Chemistry series with emphasis on the preparation, reactions, and identification of carbonyls, carboxylic acids and their derivatives, and alkyl and acyl amines, with emphasis on reaction mechanisms and synthesis routes. (Formerly CHEM211)

**Offered:** Spring

**Prerequisite:** CHEM210

**Corequisite:** CHEM310L

**Enrollment Comments:** Course includes a mandatory lab component (CHEM310L) that must be taken concurrently. Successful completion of this course requires passing both CHEM310 and CHEM310L with a C- or better in a concurrent semester.

**CHEM310L. Organic Chemistry II Lab (2)**

Laboratory exercises provide students with hands-on applications of organic chemistry reactions discussed in lecture, applying the laboratory skills and techniques introduced in CHEM 210L. (Formerly CHEM211L)

**Offered:** Spring

**Prerequisite:** CHEM210

**Enrollment Comments:** Course includes a mandatory lab component (CHEM310L) that must be taken concurrently. Successful completion of this course requires passing both CHEM310 and CHEM310L with a C- or better in a concurrent semester.

**CHEM320. Principles and Methods of Biochemistry (3)**

Incorporates discussions on water and biological buffers, thermodynamics of metabolism, structure and function of biomolecules, enzyme kinetics and function, and membrane biology with modern laboratory methods for the separation, purification, identification and biological evaluation of organic compounds.

**Offered:** Fall

**Prerequisite:** CHEM106 or CHEM310

**Enrollment Comments:** Course includes a mandatory lab component (CHEM320L) that must be taken concurrently. Successful completion of this course requires passing both CHEM320 and CHEM320L with a C- or better in a concurrent semester. This course is highly recommended for students interested in medicine, graduate studies in biomedical research, or careers in biotechnology.

**CHEM320L. Principles and Methods of Biochemistry Lab (2)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Fall

**Prerequisite:** CHEM106L or CHEM310L

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This is a mandatory lab component of CHEM320 and must be taken concurrently. Successful completion of this course requires passing both CHEM320 and CHEM320L with a C- or better in a concurrent semester.

**CHEM 321. Biochemistry I (3)**

This is the first of a two-semester course that studies the chemical behavior of biologically important molecules. Topics include the structure and function of biomolecules, biological buffers, metabolism thermodynamics, enzyme kinetics, and membrane biology.

**Prerequisites:** CHEM 211

**CHEM 322. Biochemistry II (3)**

This is the continuation of CHEM 321 that concludes the two-semester course studying the chemical behavior of biologically important molecules. Topics include the structure and function of biomolecules, biological buffers, metabolism thermodynamics, enzyme kinetics, and membrane biology.

**Prerequisites:** CHEM 321

**CHEM350. Inorganic Chemistry (3)**

Expanding on the concepts introduced in first year general chemistry, this upper division inorganic chemistry course focuses specifically on the molecular structures, properties, and reactivities of metal-containing compounds and complexes. Topics include trends in periodic properties, molecular geometry, and molecular electronic structure arising from bonding, molecular symmetry, and point groups and how these factors related to molecular spectroscopy. This course will also discuss application of these concepts to special topics such as bioinorganic compounds and pharmacology. Concurrent enrollment in the associated lab course (CHEM350L) is mandatory.

**Prerequisite:** CHEM110 and CHEM111 (or equivalent one-year foundational general chemistry course with lab) with a C or better within three previous years

**Co-requisite:** CHEM350L

**CHEM350L. Inorganic Chemistry Lab (1)**

This course teaches the practical laboratory skills and techniques used in collecting and analyzing the molecular spectroscopy and chemical reactivities data discussed in the lecture. Concurrent enrollment in the associated lecture course (CHEM350) is mandatory.

**Prerequisite:** CHEM110L and CHEM111L (or equivalent one-year foundational general chemistry lab course) with a C+ or better within three previous years

**Co-requisite:** CHEM350

**CHEM431. Physical Chemistry (3)**

This course looks the physical principles involved in chemistry. Topics include thermodynamics of and energy changes during chemical reactions, energetics of solutions, electrochemistry, phase changes, and chemical equilibria, and in introduction to quantum mechanics of electronic structures.

**Prerequisites:** CHEM 111, PHYS 111 or 112, MATH 140

**Corequisite:** CHEM 431L

**CHEM431L. Physical Chemistry (1)**

This hands-on laboratory course investigates the physical and chemical principles discussed in CHEM 431 lecture.

**Corequisite:** CHEM 431

**CHILD DEVELOPMENT (CDEV)****CDEV101. Introduction to Child Development (3)**

This course presents the study of human development from conception through adolescence. Special emphasis is placed upon the theory and application of the principles of cognitive and moral development, social and emotional development, and physical development. Additionally, students will examine individual differences and other variables such as ethnicity and culture as they impact development during the formative years.

**CDEV105 - Introduction to Curriculum (3)**

This course provides students with the knowledge and skills to provide appropriate curriculum and environments for young children from birth to age eight. Students examine a teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. Planning, implementation and evaluation of curriculum includes but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math, natural and physical sciences.

**CDEV110. Principles and Practices in Early Childhood Education (3)**

This course presents best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards. Special emphasis is placed on identifying the underlying theoretical perspective in forming a professional philosophy, assessing early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. Additionally, the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children, a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community will be reviewed.

**CDEV170 - Observation, Assessment, and Positive Guidance of Childhood Behavior (3)**

This course equips the learner with practical skills to guide, support and cope with a wide range of child behaviors. For a learning environment to thrive, it must be safe, individual rights must be respected and learners must accept responsibility for their actions. Students will learn workable steps for creating a cooperative, respectful community of children and adults, with special emphasis on social justice, cultural sensitivity and developmentally appropriate practice. Students will learn how to do authentic, alternative, classroom-based assessment on young children and how to appropriately use standardized test information.

**CDEV212 - The Child, Family, and Community (3)**

This course presents practical methods for working effectively with parents and caregivers, as well as techniques for involving them in the educational process. Specifics for communicating effectively with caregivers, developing parent/teacher education programs, conferencing with parents, and other techniques for communicating through newsletters, email, websites, and other techniques will be presented, discussed, and practiced throughout the course.

**CDEV220 - The Child in the Diverse Society (3)**

This course provides an in-depth study of theories and review the multiple impacts on young children's social identity. Furthermore, this course will be able to analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences. Students who complete this course will be able to critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development. Additionally, this course will be able to evaluate the impact of personal experiences and social identity on teaching effectiveness.

**CDEV240 - Nutrition, Health and Safety in Children's Programs (3)**

This course has three areas of emphasis related to children from the ages of birth through adolescence: health issues and information, nutritional

principles and practices, and gross and fine motor development and skills. Students learn about childhood diseases, safety issues, nutritional planning and needs, and techniques for enhancing the motor development of children. Utilization of the knowledge and skills within an early childhood educational context will be addressed and supplemented with related community resources. The course will also include the strategic development of curriculum for advancing health concepts in the early childhood classroom.

### **CDEV270 - Early Childhood Education Practicum (3)**

This course gives the student the opportunity to apply what they have learned as it relates to teaching young children. Students are required to complete a minimum of 5 hours per week of field time in an approved early childhood program. As the field work experience spans the entirety of the program, students will attend a seminar class at the beginning of each term. The culminating project for this course will be the Child Development Program Portfolio which serves as the overall assessment of the student's learning.

### **CDEV332 - Early Childhood Experiences in Language Arts and Social Sciences**

This course will increase understanding of how young children show a natural interest in the world around them. This course will equip the learner to plan a variety of social studies play and daily experiences cultivating and extending young children's diverse language arts skills and abilities to form and voice opinions, identify and solve problems, negotiate roles, perceive diversity and inequality, and recognize the consequences of their decisions and behaviors on others. Social studies is a vital part of the early childhood curriculum, since children's formative experiences shape their attitudes as "citizens of their classroom, their schools, and of the larger community".

### **CDEV335 - Early Childhood Education Literacy (3)**

This course provides an introductory survey of literacy and language development in the early years. Topics will include phonemic awareness, decoding, comprehension, word recognition, spelling and theories that attempt to explain the process of development and acquisition. Students will examine and develop specific curricular activities to enhance the language development and literacy skills of young children.

### **CDEV342 - Early Childhood Experiences in Math and Science (3)**

This course is a study of principles, methods, and materials for teaching children math and science concepts and process skills through discovery and play. The course introduces students to engaging math and science experiences for early childhood and early elementary education children. The student will observe a total of 4 hours in an approved early childhood classroom setting.

### **CDEV352 - Exploring Creative VAPA Expression by Children (3)**

This course focuses on developing curricular materials to introduce children and youth to the concepts and theory of creativity as it is applied within the CA Visual and Performing Arts standards for dance, media arts, music, theater, and visual arts, both in schools and informal educational settings. The course will include student participation in focused creative activities, exploring their own creativity and discovering how to foster this in children.

### **CDEV401 - Infant and Toddler Development (3)**

This course studies infants and toddlers from preconception to age three, including physical, cognitive, language, social, and emotional growth and development. The focus of this course applies theoretical frameworks to interpret behavior and interactions between heredity and environment; it also emphasizes the role of family and relationships in development. This course meets the Department of Social Services (DSS) Classification Indicator DS4 and applies towards the State of California Department of Education Title 5 Child Development Permit.

### **CDEV405 - Infant and Toddler Programs (3)**

This course applies current theory and research to the care and education of infants and toddlers in group settings. The course examines essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for children from birth to 36 months. The course meets the Department of Social Services (DSS) Classification Indicator DS4 and applies towards the State of California Department of Education Title 5 Child Development Permit.

### **CDEV420 - Survey of Special Education (3)**

This course is designed to help teacher candidates in the area of special education gain knowledge and understanding of typical and atypical development and the implications for educating students with disabilities. Candidates will gain knowledge related to the sources of developmental diversity, including both biological and environmental factors and how these factors can impact a child's development in the areas of social, cognitive, physical, emotional and language skills. This information will be discussed within the larger context of the different theories of child development to help candidates view these factors from multiple perspectives. Throughout this discussion, the emphasis will be placed on the practical implications for special education and the role of the special educator and other members of the educational planning team in promoting a positive, supportive and healthy learning environment. This course also will provide special education candidates with knowledge of the legal requirements of special education as specified in the Individuals with Disabilities Education Act (IDEA) and other legislative mandates.

### **CDEV425. Special Education Inclusion in Early Childhood Programs (3)**

This course is designed to provide education specialist candidates with the skills and knowledge needed to promote and reinforce prosocial skills using positive behavior support strategies. The three-tiered model (primary, secondary and tertiary supports) to positive behavior support will serve as the organizing framework for this course. Additionally, concepts around (a) trauma informed practices, (b) social-emotional learning, (c) restorative justice, and (d) culturally responsive teaching are immersed throughout the course. The first half of the course focuses on ways to promote positive and cooperative behaviors using a variety of schoolwide and classroom strategies, including teaching and reinforcing expected behaviors, active supervision, collaboration with team members, and planned responses to challenging behavior (primary level of support). The remainder of the course focuses on providing more intensive support for students with more pervasive/complex behavioral and social-emotional support needs (secondary and tertiary level of support).

### **CDEV431. Admin I: Programs in Early Childhood (3)**

This course provides an overview of administrative and supervisory aspects of programs, designed for serving young children. Topics include the development of a program philosophy, designing a curriculum, working with staff, parents, and the community as well as designing and implementing a budget and other day-to-day management needs in early childhood programs. The course applies toward California Title 22 and Title 5 regulation compliance and child development permits.

### **CDEV432. Admin II: Personnel and Leadership (3)**

This course offers an overview of the leadership, supervision and professional development of staff, and how to guide the center and the staff toward a high-quality, developmentally appropriate philosophy and implementation of a program. Instruction covers how to lead people and serve as a curriculum leader; alignment of environment and practices with center mission and value statements; community building; hiring and retention; staff support, guidance and professional development; and supporting quality curriculum through leadership and reflective evaluation. Students learn to develop relationships with families that are culturally sensitive and reciprocal and to communicate with and engage families in the center. Emphasis is given to observation and analysis skills, leadership and mentoring skills, and measuring leadership and management for optimal functioning of the center and staff. The course applies toward California Title 22 and Title 5 regulation compliance and child development permits.

**Prerequisite:** CDEV431



### **CDEV435. Adult Supervision and Mentoring (3)**

This course examines how to organize staff for effective communication and interpersonal relationships and covers criteria for selecting and evaluating personnel; the administrative role in promoting professional growth, teaching effectiveness and sensitivity to individual needs; and staff involvement in planning and evaluating programs. Applies toward Title 22 regulations; Title 5 Child Development Permits for Adult Supervision Requirements for Master Teacher, Site Supervisor and Program Director of Child Care Centers; and is a core required course for the Early Childhood Education Administration Certificate.

### **CDEV490 - Child Development Capstone (3)**

The Child Development capstone will provide students a choice of selecting/creating a culminating project that connects to their individual interests within the child development field. The culminating project synthesizes students' learning, growth, and experiences at the conclusion of the child development program, and is intended to reflect a deep and active understanding of their professional position within it. Students will select a project from multiple options, including but not limited to creating a workshop; developing a family resource guide; creating a portfolio; writing a formal research paper; creating a documentary; developing a website, or an open proposal for a student-designed project.

## **CHRISTIAN EDUCATION (CEDU)**

### **CEDU321. Spiritual Development of Children (3)**

Students will be challenged to gain insights into the nature and needs of children from birth to age twelve and to consider ways to help them grow as disciples of Christ. They will explore issues and possibilities in church-based ministries with children, including basic philosophies of ministry and their practical implications. A portion of class sessions in the second half of the semester will feature children's ministers working in the Sacramento area, sharing their philosophy of ministry and addressing specific topics.

**Prerequisite:** PSYC141

### **CEDU337. Family Ministry (3)**

Students will be challenged to develop a theology of family, exploring issues and possibilities in church-based ministries with families, including basic philosophies of ministry and their practical implications.

### **CEDU351. Teaching for Spiritual Growth (3)**

This course explores the nature of spirituality and the development of a person's faith in Jesus Christ in its relationship with other facets of the human personality. The purpose of this study is to equip effective leaders who are able to guide others in Christian formation. Learning activities include personal reflection, group projects, conversations about faith and spirituality, lecture, discussions, and written presentations.

**Prerequisite:** PSYC241 recommended

### **CEDU453. Christian Spirituality (3)**

This course seeks to engage the student in the spiritual formation process through the writings and interpretation of a body of literature, built throughout history, known as *devotional classics*. Students will be expected to define Christian spirituality and contrast its interpretation from five traditions: Contemplative, Holiness, Pentecostal or Charismatic, Social Justice, and Evangelical.

**Prerequisite:** THEO152 or THEO352

### **CEDU472. Christian Formation and Discipleship (3)**

This capstone course is designed to help the student synthesize Christian education theory and practice in a major contribution to the field of Christian education or an application of sound educational philosophy to an

educational aspect of the Church. A further goal of this course is to enlighten the student with respect to the historical development of education in the church and in America, in order that students articulate a biblically based rationale for Christian education which integrates a Christian worldview of education with implementation in a church or school environment.

**Prerequisite:** BIBL101 or 105; BIBL104 or 106; CEDU321; upper division standing

### **CEDU480. Current Issues in Christian Education (3)**

An exploration of current trends and topics in the field of Christian education. The student will research and report on trends and trend makers.

**Prerequisite:** Consent of instructor

## **COMMUNICATION (COMM)**

### **COMM180. Speech (3)**

Study of the basic principles and methods of public speaking.

## **COMPUTER SCIENCE (CSCI)**

### **CSCI151. Programming 1 (3)**

Computing has profoundly changed the world. However, just using a computer is only a small part of the picture. Real empowerment comes when one learns how to program computers, to translate ideas into code. This course teaches basic Python programming -- control structures, simple data types, and data structures.

**Offered:** Fall, Spring

**Prerequisite:** College algebra or high school algebra II.

**Enrollment Comments:** This course meets the general education science requirement and is intended for both majors and non-majors.

### **CSCI160. Foundations of Data Analytics I (3) (Online; Provided in partnership with Rize Education)**

In an increasingly data-driven world, everyone should be able to understand the numbers that govern our lives. Whether or not you want to work as a data analyst, being "data literate" will help you in your chosen field. In this course, you'll learn the core concepts of inference and data analysis by working with real data. By the end of the term, you'll be able to analyze large datasets and present your results.

**Offered:** Fall, Spring

### **CSCI221. Introduction to Cybersecurity (3) (Online; Provided in partnership with Rize Education)**

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social skills and technology to facilitate cyberattacks and provide you with the tools and information you need to defend against those attacks. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

**Offered:** Fall, Spring

### **CSCI231. Programming in C# (3 units)**

This course is an introduction to programming in the C# language. Students will learn how to make a game in Unity and how to create a web server in C#.

**Prerequisites:** None

### **CSCI232. Programming in C/C++ (3 units)**

This course is an introduction to programming in the C and C++ languages (to version C++14). Students will learn to use the C++ STD library.

**Prerequisites:** CSCI 231 or CSCI 251

**CSCI251. Programming 2 (3)**

Object-oriented design; encapsulation and information-hiding, data abstraction; separation of behavior and implementation; classes, subclasses, and inheritance; polymorphism; class hierarchies; practices and design of software development.

*Offered:* Spring

*Prerequisite:* CSCI 151.

**CSCI260. Foundations of Data Analytics II (3) (Online; Provided in partnership with Rize Education)**

This course is intended as a continuation of Foundations of Data Analytics I. In this course, you'll learn how Data Analytics are applied within the workforce. Particular attention will be paid to the role of the Data Scientist or Analyst, machine learning and the applications of Big Data. By the end of the term, you will be able to design and execute a range of data-driven experiments.

*Offered:* Fall, Spring

*Prerequisites:* CSCI160

**CSCI315. Web Stack (3)**

Building a web-based application (front and back) requires the use of client-server technologies, databases and supporting software for setting up web servers and rendering of web clients (browsers). Web pages will be built using HTML, CSS, and JavaScript. Web server will be built using JavaScript. Interface to databases using SQL. Goal is to construct a web site.

*Offered:* Fall

*Prerequisite:* CSCI 151

**CSCI321. Cybercrime and Governance (3) (Online; Provided in partnership with Rize Education)**

Cybercrime is one of the biggest threats companies face on a daily basis, and they are constantly looking for new hires to help protect them. In this course, you will get a firsthand look at the methods used to commit cybercrimes. You will also learn how governments detect, investigate, and stop these crimes, and become familiar with the laws and policies in place to deter cybercriminals. This online class has optional live sessions.

*Offered:* Spring

*Prerequisites:* CSCI221

**CSCI322. Modern Cybersecurity (3) (Online; Provided in partnership with Rize Education)**

Just as technology is constantly evolving, so too must cybersecurity to keep pace with changing trends. In this class, you will learn about the changing landscape of cybersecurity, emerging technologies that are likely to be targeted, and new forms of cyber-attack being launched. By the end of the course, you will be able to implement the most up-to-date practices in cybersecurity in order to protect against attacks.

*Offered:* Fall

**CSCI325. Computer Networking (3)**

Introduction to wired/wireless network principles, organization, topologies, hardware, applications, and protocols in the context of the Internet protocol stack. Configuration and implementation of local area networks and intranets. Utilization of Internet protocols, packet forwarding, and routing. The course makes use of Python and Wireshark for hands-on interaction with network protocols.

*Offered:* Spring

*Prerequisite:* CSCI 151 Programming I

**CSCI335. Math for Programmers (3 units)**

In this course, students will learn how to apply math concepts to programming for visualization, including Shading, Visibility Determination, Physics and Collision Detection. In addition, students will also understand how to tailor mathematical approaches to programming needs to accomplish goals such as faster computation or less memory usage.

*Prerequisites:* Pre-calculus, and either CSCI 232 or CSCI 251

**CSCI351. Programming 3 (3)**

Now that students have learned the basics of Python, Object-Oriented Programming and Design Patterns, it is time to develop their first full programming project. Students will each build a common game from scratch to its final form. Along the way they will delve into architecture, graphics, user interface, collision, physics, audio, artificial intelligence, file formats, databases, tools development, networking, vector math, and animation. By doing these things they will also learn good development practices

*Offered:* Fall

*Prerequisite:* CSCI 251 and recommended CSCI 361

**CSCI355. Operating Systems (3)**

Principles of operating systems. Effective management of machine resources including resource allocation and scheduling, mutual exclusion, deadlock avoidance, memory management policies, devices and file systems, client-server systems, and virtualization.

*Offered:* Spring

*Prerequisites:* CSCI 251, CSCI 361

**CSCI360. Principles and Techniques of Data Analytics I (3) (Online; Provided in partnership with Rize Education)**

This course is based heavily on UC Berkeley's Data 100 class. Data Analytics combines data, computation, and inferential thinking to solve challenging problems and understand their intricacies. This class explores key principles and techniques of data science and teaches students how to create informative data visualizations. It also explores particular concepts of Linear Algebra which are central to Data Science.

*Offered:* Fall

*Prerequisites:* CSCI160, CSCI260

**CSCI361. Data Structures & Algorithms (3)**

Design and analysis of computer algorithms. Divide-and-conquer, dynamic programming, greedy method, backtracking. Algorithms for sorting, searching, graph computations, pattern matching, P and NP-complete problems, intractability.

*Offered:* Spring

*Prerequisites:* CSCI 251

**CSCI365. Data Science 1 (3)**

This is an introductory class on the use of R for doing Data analysis, Modeling/statistics and prototyping. The subject of data cleansing is touched. The focus is on techniques for data analysis and presentation of the analysis in useful visualization forms. This class qualifies as an introduction to programming for nonCS students. For nonCS students, the requirement of CSCI 151 is waived.

*Offered:* Fall

*Prerequisite:* Math 120, CSCI 151.

**CSCI383. React (3)**

React is a JavaScript library designed to allow developers to easily create fast user interfaces for websites. In this course, you will learn React basic concepts like stateful and stateless components and using React Modules. You will learn to build encapsulated components that manage their own state, and then compose them to make complex UIs. Finally, you will learn how to use JSX.

### **CSCI420. Mobile Computing (3)**

A mobile application is a computer program designed to run on a mobile device such as a phone/tablet or watch. Mobile applications run directly on the mobile device. Use of Android system and SDK. Considerations of foreground and background processing. Considerations of network programming.

**Offered:** Spring

**Prerequisite:** CSCI 251

### **CSCI421. Network and System Security (3) (Online; Provided in partnership with Rize Education)**

Modern organizations know that even the strongest systems can be vulnerable to cyber-attacks. As a result, jobs in cybersecurity are rapidly expanding as companies look to secure their digital assets. This course will teach you how to secure those assets by identifying and fixing potential security vulnerabilities. By the end of the course, you will be able to identify and remedy common network and systems vulnerabilities.

**Offered:** Spring

### **CSCI422. Cyber Forensics (3) (Online; Provided in partnership with Rize Education)**

*When cybercrimes do happen, you need to know how to respond. This course examines the tools and techniques used to perform cyber forensics and conduct investigations into cybercrimes. By the end of the course, you'll be able to gather and analyze important digital evidence and gain skills in analyzing cybercrime that are in demand from companies across the country.*

**Prerequisites:** CSCI221, CSCI321

### **CSCI431 - UI Programming (3 units)**

Students will be able to program a User Interface visual from scratch for any software. This will include an understanding of game development-specific UI needs. Students will also learn the concepts necessary to build a library support package and how to build support tools for designers and artists.

**Prerequisites:** CSCI 232 or CSCI 251

### **CSCI435 - 3D Graphics Programming (3)**

Students will learn to program 3D graphics including how to apply textures, lighting, shadows and transparency. They will also learn shader programming, how to program particle effects and programming character animations.

**Prerequisites:** CSCI 335, and either CSCI 232 or CSCI 251

### **CSCI460. Principles and Techniques of Data Analytics II (3) (Online; Provided in partnership with Rize Education)**

This course builds on Principles and Techniques of Data Analytics I to provide students with a more robust understanding of the tools of a Data Scientist. Data Analytics combines data, computation and inferential thinking to solve challenging problems to thereby better understand the world. This class explores key principles and techniques of data science, including quantitative critical thinking and algorithms for machine learning methods. It will also introduce students to the ways in which data analytics is deployed in healthcare, marketing, political science, criminal justice, and other fields.

**Offered:** Spring

**Prerequisites:** Calculus I, CSCI160, CSCI260, CSCI360

### **CSCI465. Data Science 2 (3)**

**Data science** is an emerging interdisciplinary field that draws from computer science, statistics, business, as well as other fields. This course is a continuation of CSCI 361: Data Science 1 and continues the use of R for data analysis and data visualization. Examination of the combination of

mathematics, statistics, programming, and the context of the problem to come up with different insights. Examination into the management issue relating to the gathering and cleansing of data. Advanced statistical concepts like linear and logical regression, classification, cluster analysis and forecasting will be studied. Familiarize student with the set of data science libraries and the different set of real case analysis.

**Offered:** Spring

**Prerequisite:** CSCI 365

### **CSCI471 - Artificial Intelligence (3)**

This course covers the different types of Artificial Intelligence, including Decision Trees, Simulated Annealing, Machine Learning and Game Theory. Students will learn to use AI to solve basic problems, how to make AI play a strategy game effectively and give AI learning capabilities.

**Prerequisite:** Math120 with C or higher, Math140 with C or higher, and CSCI351 with C or higher.

### **CSCI480. Database Systems (3)**

This course covers a detailed examination of the use of database management systems. The topics covered include conceptual design, data models, SQL query language, logical database design, and introduction to query optimization. Emphasis for this course is on the relational database and SQL including the use of Python as the language interfacing with a relational database. Use of both a relational and noSQL database for project work.

**Offered:** Fall

**Prerequisite:** CSCI 251 (Programming 2), recommended CSCI 361

### **CSCI498. Senior Project (3)**

Senior project is an independent research and development project undertaken by student with the guidance and supervision by a member of the faculty. The results of this study is documented like a mini-thesis.

**Offered:** Fall, Spring

**Prerequisite:** Completed all required classes. CSCI 361 and CSCI 351

## **Criminal Justice (CJUS)**

### **CJUS100. Intro to Criminal Justice (3)**

Overview of the criminal justice system, including historical development, present status, and suggested reforms. Includes detailed descriptions of the duties and functions of actors in the criminal justice system, including: victim, offender, police, prosecuting and defense attorneys, courts and corrections. Will elaborate criminal justice processes from the formation of laws to the final stages of the treatment of criminals, including a section on juvenile offenders.

### **CJUS101. Corrections (3)**

Introduces the student to the field of corrections and its role in the criminal justice process. Major topics include: organization of correctional systems; correctional role; institutional operations; alternatives to institutionalization; treatment and rehabilitation, and current and future issues.

### **CJUS230. Intro to Criminal Law (3)**

The criminal law course discusses the creation and application of substantive criminal law. It includes the nature and origins of criminal law, substantive due process, elements of criminal liability, the doctrine of complicity, uncomplicated crimes, defenses to criminal liability, and the elements of crimes against persons, property and public order.

**CJUS231. Laws of Arrest, Search and Seizure (3)**

This course discusses current and recent developments relating to arrest, searches, and seizures. It includes an examination of the US and California Constitutions as they relate to the authority, liability, and responsibility of making arrests. This includes the fundamental constitutional rights predominantly associated with the First, Fourth, Fifth, Sixth, and Fourteenth Amendments.

**CJUS300. Criminology (3)**

This course provides an overview of the nature and causes of crime and criminal behavior. The course reviews the characteristics of the offender and categories of crime ranging from white collar crime to violent crimes. The course also introduces foundational elements of the criminal justice system, including theories of sentencing and measurements of crime as well as the procedures and actors.

**Prerequisite:** PPOL361

**CJUS301. Crime Prevention Strategies (3)**

This course examines situational, social, community-based, and legislative approaches to the prevention of crime and delinquency, with an emphasis on the theories, implementation, and consequences of these approaches.

**CJUS310. Forensics (3)**

As an introduction to forensics for criminal justice students, this course provides an overview of the role of the forensic scientist in the criminal justice system. They course surveys foundational principles of forensic science, balancing the necessary theoretical knowledge needed to understand the subject with an emphasis on the practical tools and techniques needed to apply the material in real life situations.

**CJUS311. Crime Scene Investigation (3)**

This course provides an overview of forensic science, focusing on the field aspect of crime scene investigations. It includes and covers the various disciplines within forensic science, the recommended training and education, crime scene documentation methods, equipment used for evidence detection, types of crime scenes and related evidence, fingerprint evidence, crime scene processing techniques, and courtroom testimony.

**CJUS320. Police & Society (3)**

This course provides students with a basic understanding of the role(s) that police play in American society, -exposes students to the often conflicting issues that police officers confront, familiarize students with empirical research on police behavior and evaluation research on the impact of different police tactics; and teaches students how to assess the quality of research.

**CJUS420. Procedural Justice and Implicit Bias (3)**

This course focuses on approaches to policing using the internal and external procedural justice principles of fairness, voice, transparency, and impartiality that emphasize sanctity of life, while recognizing and addressing implicit biases that can be barriers to these approaches. The course will create a broader awareness of both procedural justice and implicit bias in order to build trust and improve public and officer safety.

**CJUS440. Violence and Terrorism (3)**

This course systematically examines political violence, responses by government institutions to that violence and implications of both for the administration of justice. Content is structured along a continuum, ranging from small-scale violence to mass violence – assassinations, terrorism by sub-

national and transnational organizations, state terror, and genocide. In recent years political violence has progressively drawn the American governmental institutions, particularly justice agencies into the global picture of violence committed by both domestic and international terrorists. Theoretical approaches to the study of terrorism and analysis of terrorist theory and strategies will be covered as well. Additionally, the course examines the Bible, and historical causes of terrorism, and examines other religions, primarily Judaism and Islam.

**CJUS475. Criminal Justice Internship (3)**

Senior year program of activity in the criminal justice field. Involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

**CJUS492. Criminal Justice Research Project (3)**

An alternative to Criminal Justice internship.

**DIGITAL COMMUNICATION, ART & DESIGN (DCD)****DCD101. Introduction to Mass Communication (3)**

The story of Mass Communication is the story of revolutions in technology, from the printing press to the internet. Understanding this history is key to understanding the current revolution and our rapidly evolving digital world today. This course studies the changes in communication technology over time, surveys the various mass media today, and examines the impact this convergence of digital technology has on business and society from a Christian worldview. This class is a prerequisite to other classes for Digital Communication, Art and Design majors.

*Offered: Every FA*

**DCD104. Storytelling: Analog to Digital (3)**

All communication is storytelling, and there are universal principles to be discovered in great stories and great characters. This course takes students from ancient myths to Netflix and Hulu, identifying the elements of effective storytelling. As they study stories from the Old Testament to contemporary films, students will learn to develop their own stories and characters for use in the digital world.

*Offered: Every FA, SP*

**DCD 201. New Media, Technology & Society (3)**

We are living in a time of digital revolution. This course covers the history and development of Internet and digital communication technologies, and the ways these changes impact society. This includes topics like new media's relevance for identity formation, interpersonal relationships, social networks, news and media production, local and global cultures, media freedom, privacy, and surveillance. Applying a Christian worldview to these concepts, students are encouraged to think critically about the current and future impacts of digital technologies, both in their everyday life and in their future careers.

*Offered: Every FA*

**DCD210. Writing for the Media (3)**

Effective writing skills are essential for every communicator. This course gives students the opportunity to examine and practice the types of writing that are produced across the various media. The fundamentals of style, voice and structure will be applied to a wide variety of writing platforms, including, web and social media, advertising and public relations writing, print and broadcast journalism, scriptwriting, blogging and more.

*Offered: Every FA*

**DCD222. Digital Workshop (3)**

An education in Digital Communication, Art & Design should be both theoretical and practical. This course focuses on the practical and provides an opportunity for "doing" and "making" across a broad spectrum of media.

Large, semester-long projects may vary from year to year. Students can expect to produce graphic designs, video content, social media marketing materials, web pages, podcasts, and more.

*Offered:* Every SP

**DCD310. Writing for Digital Platforms (3) (Online; Provided in partnership with Rize Education)**

Excellent, strategic writing skills are particularly vital for any media-related career. This course teaches students how to hone existing writing skills and pair them with the technical skills relevant to digital settings. Topics include becoming proficient in current digital publishing tools; writing for search engine optimization; writing with word count constraints; developing strategies for embedding links; providing appropriate attribution for sources; and incorporating multiple media types to create an effective post, article, or webpage. Students will work with personal and professional blog posts, podcasts, digital news and magazine articles, social media posts, and other forms of new media communication.

*Offered:* Every other SP (Odd years)

**DCD312. Journalism in the Digital Age (3)**

With more and more people getting their news online, this course teaches the effective consumption and production of digital news. Students will learn and practice the fundamentals of gathering, evaluating, and reporting information on multiple contemporary media platforms. This course covers how news production and consumption has evolved in the digital age and the related implications for the news industry, democracy, and society. Students will help develop news judgement; hone research, reporting, and editing skills; and produce multimedia news content crafted for digital environments. The history, philosophy, ethics, and major criticism of the news media are covered. Major topics include copyrights, libel, privacy, sourcing, and First Amendment freedoms and responsibilities from a faith-based perspective.

*Offered:* Every other SP (Even years)

**DCD340. Visual Communication (3)**

Every concept, idea or story you see is constructed using the grammar of how we perceive visual form. This course builds a vocabulary of visual composition grounded in the fundamentals of design. Students will learn how this visual language effectively communicates messages by studying real-world examples. The class explores the elements of design and principles of composition, teaching students to convey meaning through form.

*Offered:* Every SP

**DCD380. Critical Thinking and the Media (3)**

The ability to critically examine and construct messages is a fundamental communication skill. It goes beyond the identification of fallacious reasoning to also understand what assumptions and values underlie a logically sound argument, and how to combat weak or false assumptions with persuasive arguments. This course teaches students how to analyze the strengths and weaknesses of arguments; recognize common fallacies; apply basic rhetorical criticism methods; and construct well-reasoned arguments that will be persuasive to a particular audience. Students will practice their critical thinking skills on a variety of message types and will learn to be thoughtful consumers and ethical, effective producers of content in contemporary media.

*Offered:* Every SP

**DCD452. Interactive Media Design (3)**

What is the goal of your audience and how will they interact with your work? This course focuses on designing for the participation of others. By first developing a sensitivity to the needs and goals of various people who might interact with a message or story, students learn the fundamentals of user experience design (UX) and the foundations for interaction design (affordance, error prevention, iterative design). Students will practice the process that takes them from simple concept sketches to interactive prototypes for a real context based on the most relevant medium for

interaction (such as web, mobile application, AR/VR, etc.).

*Offered:* Every other SP (Odd years)

**DCD475. Media or Design Internship**

Participation in two internships in a business, church, or non-profit environment is required. Interns will complete a variety of tasks and written reports. Internship provides real-world experience related to students' specific field of study under the supervision of both an approved internship provider and a faculty advisor.

*Offered:* Every FA, SP, SU

**DCD480. Media, Ethics, and Law (3)**

The digital world is full of legal and moral questions. This course covers the legal principles that apply to all media professionals and the ethical responsibilities of organizations and individuals who work in those fields (and anyone with a Facebook page or Instagram account). Topics covered include privacy, use of copyrighted material, libel and defamation, and issues of particular application to the rapidly evolving digital space. Students will identify the current ethical standards of the communication professions and practices, and discuss any areas where acceptable professional standards may be in conflict with a Christian worldview.

*Offered:* Every FA

**DCD498. Senior Capstone (3)**

Students have the opportunity to take ownership of their own creative process, conceptualizing and developing a substantive digital media project independently in consultation with a faculty advisor. The work created should serve as a culmination of students' studies in pursuit of a degree in the Department of Digital Communication, Art & Design, and should highlight a student's area of focus within digital media. Senior Capstone is a three-unit course.

*Offered:* Every SP

## DIGITAL HUMANITIES (DHUM)

**DHUM101. Introduction to Digital Humanities (3)**

Introduction to Digital Humanities explores the history, tools, and debates in the field of digital humanities, equipping students with the digital tools for the analysis of texts, both historical and literary.

**DHUM280. Writing with AI (3)**

Writing with AI examines the role of AI and large language models (LLMs) in the production of new writing, both creative writing and non-fiction. Students will learn how LLMs are built, trained, and fine-tuned, along with their strengths and limitations, and concerns about the ethics of LLMs. Students will learn best practices for utilizing artificial intelligence for writing projects.

**DHUM300. History of Ideas and Their Consequences (3)**

An in-depth historical survey of key ideas and their consequences, this course explores the way that philosophical, religious, political, and scientific ideas have transformed the world by generating new paradigms and technological innovations. Integrated into the survey is an investigation of the consequences (both intended and unintended) of these new ideas in all the various aspects of human society.

**DHUM320. History of Technology (3)**

History of Technology explores the way that humans have created, distributed, and utilized technology over the course of human history. Course includes coverage of ethical issues related to technology and its implementation.

**DHUM498. Digital Humanities Capstone (3)**

In Digital Humanities Capstone, students complete a work of original research in the digital humanities, demonstrating mastery of the concepts and tools central in Digital Humanities.

**ENGLISH (ENGL)****ENGL100L. English Writing Lab (1)**

English 100L offers weekly writing intensives, providing one-on-one and small group writing instruction for students. The course will cover all steps in the writing process, from brainstorming to drafting to revising essays. Students enrolled in English 101A or 101B may also enroll in English 101L in order to improve their writing skills. Course is for credit and graded. Passing English 100L is not required to complete either English 101A or English 101B. Students who fail English 100L may retake the course for a better grade

**ENGL101A. English Composition I (3)**

Composition I involves intensive instruction and practice in college writing focusing on the reading, writing, and critical thinking skills required for participation in academic discourse. Composition I includes all parts of the writing process—prewriting, drafting, revising, and editing—with emphasis on a variety of rhetorical strategies including argumentation. This course features reading, discussion, and analysis of texts (both fiction and nonfiction), and requires completion of a research paper using MLA or APA format. Requirement of at least 6000 written words.

*Offered:* Fall, Spring

*Prerequisite:* Placement in college-level English by ACT or SAT scores or by passing English Placement Test

**ENGL101B. English Composition II (3)**

Composition II focuses on advanced critical thinking, argument, analysis of texts, and research skills. It examines methods by which people are persuaded to think, believe, and act and includes analyses of arguments or expressions of opinions for validity and soundness. Course emphasizes critically assessing, developing, and effectively expressing and supporting opinions. Essays should include citations from secondary sources, documented according to current MLA format. Requirement of at least 6000 words of formal writing.

*Offered:* Fall, Spring

*Prerequisite:* Grade of C- or better in ENGL101A

*Enrollment Comments:* Students must pass this course with a C- or better in order to meet graduation requirements.

**ENGL220. Foundations of British Literature (3)**

A survey of the foundations of British literature from ancient times through the Restoration. Includes works from Greek, Roman, Old and Middle English, the Renaissance, and the 17th and 18th centuries.

*Offered:* Every Fall

*Prerequisite:* ENGL101A or concurrent enrollment in ENGL101B

**ENGL221. British Literature since 1800 (3)**

A survey of various texts and topics in British literature from 1800 to the present, such as Romanticism, the development of the novel, revolution and industrialism in literature, and the literary representation of war.

*Offered:* Every Spring Even Year

*Prerequisite:* ENGL101A or concurrent enrollment in ENGL101B

**ENGL226. Topics in British Literature (3)**

Topics in British Literature offers an introduction to a specific genre, type, or era of British literature. The specific subject of the class differs from semester to semester.

*Prerequisite:* ENGL101B

*Enrollment Comments:* Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ.

**ENGL231. American Literature to 1865 (3)**

A survey covering significant literary works in American literature from its beginnings through the end of the Civil War period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama.

*Offered:* Every Fall Odd Year

*Prerequisite:* ENGL101A or concurrent enrollment in ENGL101B

**ENGL232. American Literature 1865 to Present (3)**

A survey covering significant literary works in American literature from the end of the Civil War period to present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama.

*Offered:* Every Spring Odd Year

*Prerequisite:* ENGL101A or concurrent enrollment in ENGL101B

**ENGL236. Topics in American Literature (3)**

Topics in American Literature offers an introduction to a specific genre, type, or era of American literature. The specific subject of the class differs from semester to semester.

*Prerequisite:* ENGL101B

*Enrollment Comments:* Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ

**ENGL256. Topics in World Literature (3)**

Topics in Literature offers an introduction to a specific genre, type, or era of world literature. The specific subject of the class differs from semester to semester.

*Prerequisite:* ENGL101B

*Enrollment Comments:* Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ

**ENGL286. Creative Writing (3)**

Introduction to creative writing, dedicated to examining and experimenting with fiction, creative nonfiction, and poetry writing. Discussion of student writing and relevant literary texts. Required for creative writing concentration.

*Offered:* Every Fall Year

*Prerequisite:* ENGL101B

**ENGL296. Topics in Literature (3)**

Topics in Literature offers an introduction to a specific genre, type, or era of literature. The specific subject of the class differs from semester to semester. Topics may include such things as science fiction, interpretation of dramatic literature, film and Christian worldview, or fantasy literature.

*Prerequisite:* ENGL101B

*Enrollment Comments:* Course meets the Core Curriculum Humanities requirement and may be taken more than once for credit as the topics differ

**ENGL320. Shakespeare (3)**

Survey of many of the major works in the Shakespearean canon, including tragedies, comedies, histories, romances, and poetry.

*Offered:* Every Spring Odd Year

*Prerequisite:* ENGL220 or consent of the instructor

**ENGL321. C.S. Lewis (3)**

An introduction and overview to the man and his work. Emphasis is on an investigation of his ideas, style of writing, and life-changing events. May feature review of other members of the Inklings.

**Prerequisite:** ENGL101B

**ENGL340. Advanced Poetry Seminar (3)**

Advanced poetry writing workshop including discussion of student writing and of relevant literary texts.

**ENGL350. Children's Literature (3)**

Selected readings from classic and contemporary literature for children from preschoolers to young adults. Emphasis on effectiveness of various works for different developmental stages.

**Offered:** Fall Odd Years

**Prerequisite:** ENGL101B

**ENGL360. Critical Analysis of Literature (3)**

Introduction to contemporary trends in literary and cultural criticism, with an emphasis on the skills needed to perform effective analysis of literary texts, including poetry, drama, and fiction. Includes readings from various eras of British and American literature.

**Offered:** Fall Even Years

**Prerequisite:** ENGL220 or consent of instructor

**ENGL382. The Perfect Sentence (3)**

Advanced study of English grammar and syntax, including coverage of punctuation, editing, and style and usage.

**Offered:** Every Spring

**Prerequisite:** ENGL101B

**ENGL426. Special Studies in British Literature (3)**

Advanced study in a particular era, genre, or type of British literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

**Prerequisite:** ENGL220 or consent of instructor

**ENGL429. Major British Authors (3)**

Extensive reading and analysis of the work of a major figure or several contemporaneous figures in British literature, such as Chaucer, Milton, Donne, or Dickens.

**Prerequisite:** ENGL220 or consent of instructor

**ENGL436. Special Studies in American Literature (3)**

Advanced study in a particular era, genre, or type of American literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

**Prerequisite:** ENGL231/2 or consent of instructor

**ENGL439. Major American Authors (3)**

Extensive reading and analysis of the work of a major figure or several contemporaneous figures in American literature, such as Steinbeck, Faulkner, or Morrison.

**Prerequisite:** ENGL231/2 or consent of instructor

**ENGL456. Special Studies in World Literature (3)**

Advanced study in a particular era, genre, or type of world literature. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

**Prerequisite:** ENGL220 or consent of instructor

**ENGL459. Major World Authors (3)**

Extensive reading and analysis of the work of a major figure or several contemporaneous figures in world literature, such as Sophocles, Homer, Tolstoy, Cervantes, or Garcia-Marquez.

**Prerequisite:** ENGL220 or consent of instructor

**ENGL475. English Practicum (1-6)**

English Practicum is designed to provide English majors with a real-world experience in the field of English studies. Practicum assignments may include working in a community literacy or tutoring program, being a TA for a freshman composition class, working in a writing internship with a local publisher, or working in the writing lab on campus. Students will earn units of credit based on the hours they work; one credit hour will be awarded for each three hours of work a week. Course may be taken twice for credit.

**Offered:** Fall, Spring

**Prerequisite:** Consent of department chair

**ENGL484. Metonym (1-3)**

*Metonym* is the literary journal of the Jessup English Department. The class produces the journal, from soliciting submissions through publication. During class time, students will read and critique manuscripts submitted for publication consideration, as well as edit and proofread contracted work. As the course progresses, students will have the opportunity to learn nuts-and-bolts publishing aspects of journal editing, including layout, design, and other general aesthetic concerns. Students will earn between one and three units of credit based on the hours they work; one credit hour will be awarded for each three hours of work per week.

**Offered:** Every Fall

**Prerequisite:** ENGL286 or consent of the instructor

**ENGL486. Special Studies in Creative Writing (3)**

Advanced study in a particular genre or aspect of creative writing. The specific subject of the class differs from semester to semester. Class may be taken more than once for credit if topic is different.

**Prerequisite:** ENGL286 or consent of instructor

**ENGL497. Advanced Seminar in Literature (3)**

Capstone course for the concentration in literature. Student will choose an area of British, American, or world literature and read or reread the pivotal works of that era and will then complete an original work of literary analysis as a senior project. Requirement of a C or better to graduate.

**Offered:** Every Spring

**Prerequisite:** ENGL360

**ENGL498CW. Advanced Seminar in Creative Writing (3)**

Capstone course for the concentration in creative writing. Completion of senior project in creative writing. Requirement of a C or better to graduate.

**Offered:** Every Spring

**Prerequisite:** ENGL386

**ENGL498T. Advanced Seminar in Teaching (3)**

Capstone course for the concentration in teaching. Completion of senior project in teaching. Requirement of a C or better to graduate.

**Offered:** Every Spring

**Prerequisite:** ENGL360

**ENVIRONMENTAL SCIENCE (ESCI)****ESCI131. Earth and Environmental Science (3)**

An introduction to the concepts and principles of earth and the environment including topics in atmospheric science, geology, and ecology. It is a study of the earth and the intertwined processes that shape it. Spatial locations and

relationships between the atmosphere, hydrosphere, biosphere and solid earth will be examined, along with the earth's position in space and the solar system and universe. An overview of a biblically-based environmental ethic is also included.

**Offered:** Fall, Spring

**Enrollment Comments:** Course includes mandatory lab component (ESCI131L). A field trip may be required. An alternative assignment to the field trip may be provided at the discretion of the instructor in special circumstances.

#### **ESCI131L. Earth and Environmental Science Lab (1)**

Laboratory exercises provide students with practical applications of principles discussed in lecture.

**Offered:** Fall, Spring

**Course Fee:** There is a fee associated with this course.

**Prerequisite:** Must be taken concurrently with ESCI131.

#### **ESCI133. Meteorology for Aviation (3)**

This course provides an introduction to weather theory and its application to the field of aviation. Topics include such areas as atmospheric pressure, wind, moisture, temperature, turbulence, cloud formations, precipitation, fronts, air masses, thunderstorms, icing, and unusual weather events. Students will also learn about weather reporting resources, examine and learn how aviators use weather reports, weather charts, and forecasts for safer flight operations.

**Offered:** Spring

#### **ESCI210. General Ecology (3)**

The course examines the interrelationships between organisms and their environment. Topics include organismal, population, community, ecosystem, landscape, and conservation ecology. Topics on evolution, natural selection, and adaptation are also included. Students are further provided with experiential learning opportunities in ecological field techniques.

**Offered:** Spring Even Years

**Prerequisite:** BIOL100 or BIOL101 or BIOL102 or instructor permission.

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI210L. General Ecology Lab (1)**

Field exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Spring Even Years

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with ESCI210. Field trips are required. An alternative assignment to the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI311. Vertebrate Zoology (3)**

The course will include topics on the anatomy, physiology, phylogeny, evolution, ecology, and conservation of fish, amphibians, reptiles, birds, and mammals. Emphasis is given to study of vertebrate fauna of California.

**Prerequisite:** BIOL100 or BIOL101 or BIOL102 or instructor permission.

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI311L. Vertebrate Zoology Lab (1)**

Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with ESCI311

#### **ESCI312. Field Ornithology (3)**

This course examines topics on the biology and conservation of wild birds. Topics include avian ecology, origin and evolution, phylogeny, distribution, migration, behavior, reproduction, anatomy, and physiology. Emphasis is placed on experiential learning in the field.

**Offered:** Spring Even Years

**Prerequisite:** BIOL100 or BIOL101 or BIOL102 or instructor permission

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI312L. Field Ornithology Lab (1)**

Exercises provide students with hands-on training in techniques for surveying birds and in the analysis of data collected from the field. Emphasis is placed on exploring the diversity of California birds.

**Offered:** Spring Even Years

**Course Fee:** There is a fee associated with this course.

**Prerequisite:** Must be taken concurrently with ESCI312

#### **ESCI313. Aquatic and Marine Ecology (3)**

The course examines the interrelationships of freshwater and marine organisms with their environment. Topics also include exploring the anatomy, physiology, evolution, ecology, and conservation of aquatic and marine organisms.

**Prerequisite:** BIOL100 or BIOL101 or BIOL102 or instructor permission.

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI313L. Aquatic and Marine Ecology Lab (1)**

Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with ESCI313

#### **ESCI314. Field Botany (3)**

A study of the taxonomy, anatomy, physiology, and ecology of vascular plants. Emphasis is given to exploring California plant diversity and identification in the field. Methods for surveying and analyzing plant community data are also covered.

**Offered:** Spring Odd Years

**Prerequisite:** BIOL100 or BIOL101 or BIOL102 or instructor permission

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

#### **ESCI314L. Field Botany Lab (1)**

Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Spring Odd Years

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with ESCI314

#### **ESCI315. Ecology of the Pacific Cordillera (3)**

This course examines the interrelationships between organisms and their environments along the Pacific Cordillera (southern California mountains, Sierra Nevada, and Cascade mountain ranges). Topics include a discussion of



the abiotic and biotic factors that define the physiographic regions, life zones and patterns in biodiversity along this cordillera. A discussion of the wildlife habitat classification systems is included. More general ecological topics in organismal, population, community, ecosystem, landscape, and conservation ecology are included. A general discussion of evolution, and its mechanisms, are included.

*Enrollment Comments:* \*This course is part of the PCTBM Program: concurrent enrollment in ESCI 316, ESCI 317, ESCI 444, and ESCI 444L is required, followed by ESCI 445L in the summer term.

### **ESCI316. Field Ornithology on the Pacific Cordillera (3)**

This course examines topics on the biology and conservation of wild birds. Topics include avian ecology, origin and evolution, phylogeny, distribution, migration, behavior, reproduction, anatomy, and physiology. Emphasis is placed on experiential learning in the field and on the birds of the Pacific Cordillera.

*Enrollment Comments:* \*This course is part of the PCTBM Program: concurrent enrollment in ESCI 315, ESCI 317, ESCI 444, and ESCI 444L is required, followed by ESCI 445L in the summer term.

### **ESCI317. Field Botany on the Pacific Cordillera (3)**

A study of the taxonomy, anatomy, physiology, and ecology of vascular plants. Emphasis is given to exploring plant diversity along the Pacific Cordillera and identification in the field. Methods for surveying and analyzing plant community data are also covered.

*Enrollment Comments:* \*This course is part of the PCTBM Program: concurrent enrollment in ESCI 315, ESCI 316, ESCI 444, and ESCI 444L is required, followed by ESCI 445L in the summer term.

### **ESCI320. Environmental Chemistry (3)**

The course covers topics on the chemistry of the environment, including the atmosphere, soil, and water. Topics include the fate of pollutants, water quality, air pollution, energy, climate, soil chemistry, and hazardous and solid waste disposal.

*Offered:* Fall Odd Years

*Prerequisite:* CHEM105 and CHEM 106 or CHEM110 and CHEM111 or instructor permission

*Co-requisite:* ESCI 320L

*Enrollment Comments:* Course includes mandatory lab component. Field trips are required. Alternative assignments for the field trips may be provided at the discretion of the instructor in special circumstances.

### **ESCI320L. Environmental Chemistry Lab (1)**

Laboratory and field exercises provide students with hands-on applications of principles discussed in lecture.

*Course Fee:* There is a fee associated with this course.

*Co-requisite:* ESCI 320

*Enrollment Comments:* Must be taken concurrently with ESCI320

### **ESCI340. Introduction to Geographic Information Systems (3)**

The course will provide a foundational understanding of the principles and applications of Geographic Information Systems (GIS). GIS employs powerful computer-based tools to analyze spatial data. These tools can be used to describe, analyze, and predict (or model) the spatial distribution of both human and natural phenomena across the surface of the Earth. Students will employ ArcGIS software to learn how to employ various spatial data formats, conduct spatial analyses, and communicate the results, which includes the production of maps. GIS knowledge and skills are highly sought after in the environmental sciences, but they also have wide application across many disciplines.

*Offered:* Fall Odd Years

*Enrollment Comments:* Course includes mandatory lab component.

### **ESCI340L. Introduction to Geographic Information Systems Lab (1)**

The laboratory component provides practical experience with GIS software and in applying the concepts discussed in lecture.

*Offered:* Fall Odd Years

*Course Fee:* There is a fee associated with this course.

*Enrollment Comments:* Must be taken concurrently with ESCI340

### **ESCI444. Methods in Ecology on the Pacific Cordillera (3)**

Introduction to the principles and common techniques employed for surveying wild vertebrates and their habitats. Emphasis is placed on the survey protocols employed on the Pacific Crest Trail Biodiversity Megatransect.

*Enrollment Comments:* \*This course is part of the PCTBM Program: concurrent enrollment in ESCI 315, ESCI 317, ESCI 317, and ESCI 444L is required, followed by ESCI 445 in the summer term.

### **ESCI444L. Methods in Ecology Lab: Biodiversity Megatransect (2)**

While hiking the Pacific Crest Trail, students are provided hands-on training in techniques for surveying biological diversity, with emphasis placed on bird and plant identification of the Pacific Cordillera. This includes learning to identify birds both visually and audibly. Further, wildlife survey techniques, covered in lectures, are applied, including the use of wildlife habitats classification systems and vegetation survey techniques.

*Enrollment Comments:* \*This course is part of the PCTBM Program: concurrent enrollment in ESCI 315, ESCI 317, ESCI 317, and ESCI 444 is required, followed by ESCI 445 in the summer term.

### **ESCI445L. Applied Field Methods on the Pacific Cordillera (4)**

While hiking the Pacific Crest Trail, this intensive field experience engages students in an actual ecological study of the biodiversity of the Pacific Cordillera. Students apply their knowledge of wildlife survey techniques, including plant and animal identification, by following established scientific protocols employed in the study.

*Enrollment Comments:* \*This course is part of the PCTBM Program: ESCI 315, ESCI 317, ESCI 317, and ESCI 444 are prerequisites for this course, or, with approval from the lead faculty of the PCTBM, similar courses from another institution may be substituted.

### **ESCI350. Environmental Ethics (3)**

This course investigates Current environmental issues and problems at the locally, regionally, and globally. Students examine a variety of biblically-based and secular environmental ethics. Issues discussed may include, but are not limited to, climate change, the biodiversity crisis, wildlife and habitat conservation, use of renewable and nonrenewable natural resources, pollution, land use and sustainable development, third world environmental degradation, poverty, and wilderness preservation. The main objective of the course is for each student to develop his or her own well-informed environmental ethic that is framed within a biblical worldview yet also informed by secular viewpoints.

*Prerequisite:* ENGL101A or ENGL101B or BIBL105 or BIBL106 or ESCI131 or instructor permission.

*Enrollment Comment:* This course meets lower division Bible Elective requirement

### **ESCI360. Environmental Law and Policy (3)**

The course examines state and federal laws, regulations, policies, and the agencies that govern the use of environmental resources on public and

private lands. Students will consider the impact of these laws locally, nationally, and globally. Students will also explore the process of environmental assessment and environmental impact statements under the National Environmental Policy Act.

**Prerequisite:** PPOL111 *or* instructor permission.

### **ESCI362. American Environmental History and Policy (3)**

The course examines the changing relationships between people and the environment on the North American continent from pre-history to the present. Topics include changing attitudes and perceptions towards wilderness, wildlife, and the use of natural resources. The course will also discuss the movements that served as the impetus of environmental law and policy, including the impact of these policies, in the United States from the Progressive Era to the present.

**Prerequisite:** HIST291 *or* instructor permission

### **ESCI442. Field Research in Ecology (5)**

This research-oriented course provides hands-on training in the field while participating in the Pacific Crest Trail Megatransect, which is an ongoing ecological study and biodiversity monitoring program. The course will provide rigorous study of the natural history and ecology of the ecosystems throughout the Pacific cordillera. Students will participate in data gathering in an actual ecological study and learn wildlife survey techniques under the close guidance of faculty and professional wildlife ecologists.

**Prerequisite:** BIOL102

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This five-week summer course is open to both WJU and non-JESSUP students who wish to transfer in upper-division science credit to their home institution.

### **ESCI443. Methods in Ecology (3)**

Introduction to the principles and common techniques employed for surveying wild vertebrates and their habitats. Emphasis is placed on wildlife ecology and conservation.

**Offered:** Spring Odd Years

**Prerequisite:** ESCI210 *or* instructor permission

**Enrollment Comments:** Course includes mandatory lab component. Field trips are required.

### **ESCI443L. Methods in Ecology Lab (1)**

Field exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Spring Odd Years

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with ESCI443

### **ESCI475. Environmental Science Internship (1-4)**

A program of activity in the environmental sciences; involves supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports. This internship allows the student to acquire and apply skills in a work-related setting. Students typically seek volunteer or paid opportunities in laboratory, field, or educational settings related to the environmental sciences.

**Offered:** Fall, Spring

### **ESCI497. Research Assistantship in Environmental Science (1-5)**

As a research assistant, students are provided unique opportunities to participate in active research projects in the environmental science department. Responsibilities include assistance with the planning and logistics of field work, lab analyses of samples collected from the field,

management and maintenance of biodiversity database, assistance with regulatory requirements and permitting, ordering and procurement of equipment and supplies for field and lab work, promoting and communicating the research projects of the environmental science honors program through various outlets, interpretation and analysis of biodiversity data, and potentially coauthoring with faculty on manuscripts for peer-review and publication.

**Offered:** Fall, Spring

## **HEALTHCARE ADMINISTRATION (HCAD)**

### **HCAD130. Introduction to Healthcare Administration (3)**

This course identifies the challenging and overarching issues surrounding Health Care Administration. It examines the broad functions, operations and tools of the field and emphasizes the need for excellence in the management of health services. This course will assist students as they prepare for health services management careers and provides an ongoing program of professional development for those already employed in health professions.

### **HCAD250. Issues and Trends in Healthcare (3)**

This course focuses on current issues and trends in healthcare. It discusses legal, government, technological and interdisciplinary ideas and requirements. This course presents an overview of the U.S. healthcare system, both past and present, coupled with an in-depth analysis of modern trends and those expected in the future.

### **HCAD310. Introduction to IT and Systems for Healthcare (3)**

This course introduces the student to the principles of computer technology and information systems related to health care with emphasis on computerized medical billing, health care data collection, storage, retrieval, security arrangement, presentation, and verification. This course will also discuss the components and requirements of the electronic health record, healthcare IT standards, health-related data structures and software applications in health care and public health sectors.

### **HCAD325. Healthcare Marketing (3)**

This course provides an overview and applications of health care marketing theories and methods for health care and public health organizations.

### **HCAD330. Fundamentals of Managed Care (3)**

This course introduces students to managed care programs, structures, practice models, role of physicians and other clinicians, capitation cost-accounting, and forms of reimbursement and the organization and administration of health maintenance organizations, preferred provider organizations and related enterprises. Legal and regulatory issues, marketing, utilization management, premium rating systems, information systems, case/disease management will also be discussed.

### **HCAD342. Healthcare Finance and Economics (3)**

This course discusses foundational principles of healthcare economics, third party reimbursement, developing budgets, variance and economic evaluation methods as well as other core healthcare finance and economic concepts. The administrator's role in financial management, strategic planning and marketing, quality assurance and risk management initiative for health care organizations is explored.

### **HCAD355. Foundations of Healthcare Communication and Leadership (3)**

This course is designed to help students identify, analyze, and apply leadership and communication skills, theories and methodologies related to health communication in various settings and at various levels of influence. Emphasis will be placed on the development of basic and advanced

leadership and communication skills, team building, conflict & board management, decision making, and collaborative skills.

### **HCAD362. Healthcare Law, Policy and Regulations (3)**

This course focuses on the business and legal aspects of health care, including health care insurance regulation and laws, policies and regulations. Topics include; managed care regulation, institutional liability for medical malpractice and other forms of negligence, professional and facilities regulation, the corporate practice of medicine, medical staff organizations, referral fee laws, and antitrust law related to health care providers.

### **HCAD370. Christian Perspectives in Healthcare (3)**

This course presents an overview of medical ethical issues from Christian perspective. A review of medical, ethical, legal and religious trends in society and their application to the delivery of healthcare from a Christian perspective are discussed.

### **HCAD436. Healthcare Administration Quality Assurance Management (3)**

Basic elements of quality improvement and organizational responsibilities related to quality improvement in health care delivery. Data analysis for quality improvement, clinical practice guidelines, and future of healthcare quality improvement strategies.

### **HCAD498. Healthcare Administration Senior Seminar (Capstone) (3)**

This capstone course for all healthcare administration majors seeks to integrate the concepts, techniques, and knowledge of all areas of healthcare administration. Its focus is strategic management, which is studied in theory and then rigorously applied. This course is designed for final semester seniors.

## **HISTORY (HIST)**

### **HIST115. History of Christianity (3)**

A survey of the history of Christianity from the end of the New Testament era to the present day. Particular attention will be paid to the history of Christianity in the United States.

### **HIST231. World Civilization I (3)**

A survey of the history, philosophy, religion, art, music, literature, and dance of the world's major cultures through c. 1500.

*Offered:* Fall, Spring

*Prerequisite:* ENGL101B

### **HIST232. World Civilization II (3)**

A survey of the history, philosophy, religion, art, music, literature, and dance of the world's major cultures from c. 1500 to the present.

*Offered:* Fall, Spring

*Prerequisite:* ENGL101B

### **HIST291. American History (3)**

This course will trace the political, constitutional, cultural, and socio-economic history of the United States from the colonial period to the present day. In addition, this course will also treat the political, socio-economic and cultural history of the state of California. Particular attention will be paid to the themes identified in The History - Social Science Framework of California Public Schools.

*Enrollment Comments:* This course meets the requirements for US History, Constitution, and American Ideals.

### **HIST292. Colonial and Early National American (3)**

This course examines the political, cultural, religious, and economic contexts of American history from Native American civilization to the Age of Jackson. Emphasis is given to the diverse people and cultures that shaped early American history.

*Prerequisite:* HIST291

### **HIST310. The Early Church: Paul to Justinian (3)**

An overview of the expansion of Christianity from the New Testament era through the sixth century. Particular attention will be paid to the lives and writings of the Church fathers and Church councils.

*Offered:* Fall Even Years

*Prerequisite:* HIST231

### **HIST315. History of Religion in America (3)**

An overview of the history of religion, particularly Christianity, in America from the colonial era through the present. Specific attention will be paid to the interaction of religion with cultural institutions.

*Offered:* Spring Odd Years

### **HIST330. History of the Ancient Near East (3)**

This course is a survey of ancient Near Eastern history from the dawn of civilization to the death of Alexander the Great. The course will concentrate on the region of Mesopotamia, but will also include peripheral areas including Iran, Anatolia, Syria, and Palestine within its cultural sphere of influence. It will integrate primary sources, art, and archaeology in discussing the region.

*Prerequisite:* HIST231 or HIST232

### **HIST331. History and Archeology of Ancient Greece (3)**

A survey of Ancient Greece from the Minoan and Mycenaean Bronze Age to the Roman conquest of Greece. This survey will emphasize the political, social, cultural, and economic institutions and values that Hellas created to revolutionize the Ancient Mediterranean world.

*Offered:* Fall Odd Years

*Prerequisite:* HIST231 or HIST232

### **HIST336. History and Archaeology of Ancient Rome (3)**

The history of Rome from its foundation to the end of the Empire with emphasis on its political institutions, social structure, economy, religions, and culture. Written sources will be studied as well as the art and architecture of Rome and nearby cities of Ostia, Pompeii, and Herculaneum to gain a comprehensive view of ancient Rome.

*Offered:* Fall Even Years

*Prerequisite:* HIST231 or HIST232

### **HIST371. The Twentieth Century (3)**

This course will focus on developments and trends in North America, Europe, Asia, and the Third World during the 20th century, including various ideological movements and their consequences, post-colonialism and globalization.

*Offered:* Fall

*Prerequisite:* HIST232 or 291

### **HIST372. Christianity and Islam in Conflict (3)**

This course will take an in-depth look at the interaction of Christianity and Islam from the conquests of Mohammed in the Middle East through the current world-wide struggle arising from a newly resurgent and often militant Islam. The course will explore the historical, cultural and theological aspects of this interaction between two of the world's great monotheistic faiths.

*Prerequisite:* HIST231 or HIST232

### **HIST374. Military History (3)**

A study of the origins and development of military institutions, traditions and practices from ancient Mesopotamia to the 21st century.

*Prerequisite:* HIST231 or 232 or 291

### **HIST375. History of Contemporary American Cinema (3)**

This course examines the historical, cultural, and aesthetic settings of contemporary American cinema from the 1950s to today. Emphasis is given to the importance of blockbuster filmmaking in Hollywood history.

*Prerequisite:* ENGL101B, HIST232 or 291

### **HIST375L. History of Contemporary American Cinema Lab (0)**

Recommended screening lab for HIST375

*Co-requisite:* HIST375

### **HIST380. Topics in History (3)**

An in-depth study of one topic in history, such as American popular culture, ancient Greece and Rome, Christianity and Islam in conflict, women in history, and military history.

*Prerequisite:* HIST231 or 232

### **HIST441. Renaissance and Reformation (3)**

An overview of the artistic, philosophical, and technological innovations of the Renaissance as well as the change in the religious landscape of Europe caused by the protestant Reformation and the Counter-Reformation.

*Offered:* Fall Odd Years

*Prerequisite:* HIST231 or 232

### **HIST461. History of Latin America (3)**

An overview of the political and cultural history of the modern states of Latin America from its pre-Columbian origins to the present day.

*Prerequisite:* HIST 231 or HIST232

### **HIST481. California History (3)**

This course will survey California history from exploration to the present day. Contemporary issues in California's economy, ecology and society will also be examined.

*Offered:* Spring Even Years

*Prerequisite:* HIST232 or 291

### **HIST485. Western Frontier (3)**

An overview of westward expansion of the United States from the colonial period through the "closing of the frontier" (Frederick Jackson Turner) near the close of the 19th century. The continuing legacy of the frontier and what that means for the American mythos will also be studied.

*Prerequisite:* HIST232 or 291

### **HIST494. Modern US History (3)**

This course explores the history of the United States from the 1920s to the present. The political, economic, and sociocultural development of America since the early 20<sup>th</sup> century is examined.

*Prerequisite:* HIST232 or 291

### **HIST498. Research and Historiography (3)**

This course will serve as the capstone for the history major. Philosophies of history, methodological concerns and the development of history as a discipline will be examined. Students will be required to do primary research and writing on an historical issue of their choice.

*Offered:* Spring

*Prerequisite:* HIST231 and 232

## **INTERCULTURAL STUDIES (ICS)**

### **ICS102. Seminar in Short Term Missions (1)**

This course is designed to prepare students for short-term mission experiences as a part of a JESSUP short-term mission team. Students will meet together with their mission team to plan their experience as well as explore concepts and principles that will help them have a positive and productive experience before, during, and after their mission trip.

### **ICS103. Leading with a Mission (3)**

This course addresses the foundation for the *mission Dei* (mission of God) from biblical, historical, cultural, and strategic perspectives. Course content emphasizes the centrality of God's desire to reconcile people to Himself and others, providing an overview of contemporary missional approaches.

### **ICS202. Cultural Anthropology (3)**

An introduction to the science of the study of man in his cultural setting. The end in view is the gaining of a better understanding of different customs and cultures to enable more effective cross-cultural communication.

### **ICS215. Orphans & Vulnerable Children (3)**

Explore the spectrum of care for vulnerable (at-risk) and orphaned children, from prevention to development to intervention, and how everyone can and should be involved in it in some real way. Specifically, the course will look at: 1) how vulnerable children become orphaned today and how many of those situations can be (and are being) prevented; 2) how children can be cared for and developed with excellence if they are orphaned (e.g. reunification with family, kinship care, adoption, foster care, orphan care communities); and 3) what too often happens when vulnerable and orphaned children are not loved and care for well (e.g. trafficking, crime, drugs) and what can be done to intervene and bring hope to those situations.

### **ICS310. Intercultural Communication (3)**

An introduction to how culture affects the process of intercultural communication with practical experience as a high contrast cultural partnership. Understanding is the priority as students look at the vast varieties of worldviews, customs, attitudes, values, belief systems, and behaviors which culture includes. Enhanced communication of the Christian gospel is cross-culturally is one expected outcome.

### **ICS320. World Religions (3)**

This course is an objective study of world religions including Judaism, Islam, Hinduism, Buddhism, and traditional religions. Discussions include the exclusivity of Christianity in a pluralistic society and strategic opportunities for apologetic and evangelistic engagement with adherents of other religions. Efforts are made to discover bridges of approach for sharing the uniqueness of Christ.

*Prerequisite:* Sophomore standing

## **KINESIOLOGY (KINE)**

### **KINE101. Foundations of Kinesiology (3)**

This course is designed to develop student competencies in the understanding of kinesiology from both a scientific and practical basis. This course explores relevant fields in the study of kinesiology including biomechanics, exercise physiology, nutrition, motor learning and control, and psychosocial aspects of sports and exercise. Career options available to students in the field are also examined.

*Offered: Fall*

**KINE203. Foundations of Movement (3)**

An introduction to the analysis and assessment of fundamental movement skills and patterns. Students will learn to select, monitor, and assess appropriate activities based on children's motor and growth development. Students will plan and implement relevant teaching and learning programs.

**Prerequisite:** KINE101 *or* permission of instructor

**KINE205. Emergency Response (2)**

This course is designed around the *American Red Cross First Aid: Responding to Emergencies* training program. The purpose of the course is to provide students with the knowledge and skills necessary to help sustain life and minimize the consequences of injury or sudden illness until the arrival of advanced care.

**KINE209. Introduction to Sports Management (3)**

Provides an overview of the sports management industry. Types of careers, training, experiences, courses of study, as well as characteristics of a successful manager are discussed.

**Offered:** Spring

**KINE245. Health Education for the Classroom Teacher (3)**

Assists with preparation of curriculum ideas and strategies for teaching health education. Students gain a thorough understanding of the wellness philosophy approach to health education. Students practice critical and evaluative thinking while debating current social issues and health topics.

**KINE266. Principles of Human Growth and Development (3)**

An introduction to the concepts, principles, and issues associated with growth and development throughout the lifespan. The role of normal growth and development of motor, fitness, and sports skill development is emphasized.

**Prerequisite:** BIOL225 *or* permission of instructor

**KINE270. Faith-Based Fitness and Wellness (3)**

The purpose of this course is to examine fitness and wellness concepts within the context of a spiritual (distinctively Christian) commitment. From this perspective, students will be encouraged to adopt attitudes and make behavioral choices that support Christian values. This course will provide an overview of personal health and wellness topics, including exercise, diet, social, faith, medical considerations, and psychological factors as they relate to lifestyle behavioral changes that promote long-term well-being.

**Offered:** Fall, Spring

**KINE315. Exercise and Sports Psychology (3)**

This course examines the foundations of psycho-social principles, theories, and research related to sports and exercise behavior. Select topics include motivation, goal-setting, stress, anxiety, group dynamics, leadership, injury, and exercise adherence.

**Offered:** Spring

**KINE317. Principles of Coaching (3)**

Explores the basic principles of psychology and physiology as they pertain to coaching individuals and teams. Students learn to become more cognizant and responsive to the needs and differences of individual athletes. Students learn how to implement effective motivation and communication techniques for various scenarios in organized sports as well as develop a foundation for a personal coaching philosophy.

**Offered:** Spring

**KINE320. Care and Prevention of Athletic Injuries (3)**

An introduction to principles of prevention, evaluation, care, treatment, and rehabilitation of injuries commonly encountered in sports and competitive athletics.

**Prerequisite:** BIOL225 and BIOL246 *or* permission of instructor

**Offered:** Spring

**KINE321. Lower Extremity (3)**

This is the first of two courses that include an in-depth inquiry into the pathophysiology of athletic injuries. This course focuses on the recognition and evaluation of athletic injuries to the lower extremity, lumbar spine, and pelvis. The evaluation process will include the associated anatomy, etiology, special tests for differential assessment, and referral plans deemed standard to the practice of athletic training. A laboratory component is included.

**Prerequisite:** KINE320

**KINE325. Exercise Testing and Rx (3)**

This course emphasizes the application of physiological principles of exercise testing and training for improvement of health-related physical fitness. This course includes the study of health-related training programs for enhancing health, fitness, and performance of various populations. Study of principles, guidelines, and procedures for prescribing preventive and rehabilitative exercise programs.

**Offered:** Spring

**Prerequisite:** KINE353 *or* permission of instructor; BIOL225, BIOL246

**KINE325L. Exercise Testing and Rx Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Spring

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with KINE325

**KINE339. Exercise and Sports Nutrition (3)**

Students will develop an understanding of nutrient metabolism and function in humans through sports. They will develop an up-to-date knowledge of the role of nutrients as related to health and disease states, including cancer and diabetes. Students will develop the ability to analyze current articles/reviews in the field of basic science and clinical trial as it relates to the topic of the course and an understanding of methodologies and scientific methods used to demonstrate the importance of nutrients.

**Offered:** Fall

**Prerequisite:** BIOL161

**Co-requisite:** KINE353

**KINE340. Pedagogy and Leadership Principles in Kinesiology (4)**

Students explore models of leadership and pedagogy and learn to apply underlying principles in diverse scenarios in a leadership laboratory. Students observe, evaluate and analyze the effectiveness of instruction and leadership. Students are expected to exhibit effective communication and public delivery skills, provide and respond to written feedback, work cooperatively with fellow students, and develop a personal leadership philosophy. Class is organized as a laboratory to allow for development.

**Offered:** Spring

**Prerequisite:** KINE101; eligibility for college-level English course

**Course Fee:** There is a fee associated with this course.

**KINE345. Biomechanics (3)**

In depth review of functional anatomy of the human skeletal and muscular systems, muscle and joint action with emphasis on mechanical concepts and physical laws involved. Students integrate anatomical, physiological and mechanical principles in their investigation and analysis of human motion.

*Offered:* Fall, Spring

*Prerequisite:* BIOL225 *or* permission of instructor

*Enrollment Comments:* Must be taken concurrently with KINE345L

**KINE345L. Biomechanics Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

*Offered:* Fall, Spring

*Course Fee:* There is a fee associated with this course.

*Enrollment Comments:* Must be taken concurrently with KINE345

**KINE350. Exercise and Aging (3)**

This course explores the physical, psychological, and demographic characteristics of an aging population. Students develop an understanding of the beneficial effects of exercise on conditions associated with aging. Students learn how to formulate guidelines for exercise, and implement different types of exercise programming.

*Prerequisite:* KINE353

**KINE351. Essentials of Strength and Conditioning (3)**

This course provides students with a theoretical and practical understanding of fundamental principles involved in the planning and implementation of strength and condition programs for individuals involved in sports and physical activities.

*Offered:* Fall

*Prerequisite:* BIOL225, BIOL246, KINE353, *or* permission of instructor

**KINE351L. Essentials of Strength and Conditioning Lab (1)****KINE353. Exercise Physiology (3)**

This course is an in-depth study of exercise and its relationship to the circulatory, pulmonary, and neuroendocrine systems. Practical application will be placed on how the human body responds and adapts to exercise under normal and varying conditions including aging, chronic disease and disability, gender differences, and the environment. Concepts will be reinforced through laboratory exercises.

*Offered:* Fall, Spring

*Prerequisite:* BIOL246, BIOL225

**KINE353L. Exercise Physiology Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

*Offered:* Fall, Spring

*Course Fee:* There is a fee associated with this course.

*Enrollment Comments:* Must be taken concurrently with KINE353

**KINE369. Motor Development (3)**

A study of the physical growth and development of humans and how it interacts with and influences motor learning and performance. This course will introduce current theories and concepts involved in the processes of motor skill acquisition and performance from a behavioral perspective. The course provides a neurophysiological bases of motor development, learning control and performance, with applications to clinical and instructional settings. By exploring practical applications and examining core concepts that are present in motor control and learning, students will be prepared to more

effectively educate clients/students in clinical and other psycho-motor teaching environments.

*Offered:* Fall

*Prerequisite:* BIOL225 and 225L; KINE101 or equivalent, *or* consent of instructor

**KINE370. Fit in Faith: Why Our Bodies Matter to Our Faith (3)**

This course establishes that the body is our place of personal presence in the world, the temple of God and the vessel of our daily worship. God created us from the dust and being physical beings in a physical world affects everything from our use of technology to our health and our worship. This course explores how our bodies interact with our faith. The goal of this course is to help transform the way we look at body care and discipline. As Christians, our goal is to cultivate stronger, well-nourished bodies that are primed to become, in the words of the apostle Paul, "instruments for special purposes, made holy, useful to the Master and prepared to do any good work." By looking at your body as an instrument rather than an ornament, we will find new and compelling motivation to embrace the kind of active lifestyle that fortifies our souls and live more wisely as we give our bodies as a living sacrifice to Christ.

*Offered:* Summer

**KINE371. Sports Ministry (3)**

From a theological standpoint, sports and recreational environments are explored in light of the Scriptures and in an effort to spread the gospel through sports and recreation. Sports and recreation environments are powerful social institutions that open up tremendous opportunities for ministry. This course explores the history of ministry through sports from the writings of the apostle Paul to the Muscular Christian movement to the modern-day concept of the Christian athlete and growing field of sports ministry. A major part of the class is the study of sports ministry organizations and sports ministry techniques, including acquired field experience.

**KINE380. Sports Marketing (3)**

This course examines the principles and processes in sports marketing and sales. Focuses on research and development, sports promotion, sports sponsorship, advertising, merchandising, and distribution of sporting goods.

*Prerequisite:* KINE209

**KINE385. Current Issues in Sports Management (3)**

This course discusses the meaning of sports management in terms of its scope, principles, issues, and future trends. In addition, the course examines the job responsibilities and competencies required of sports managers in a variety of sports or sports-related organizations in a hope to have the student become acquainted with the role of sports administrators as well as the career opportunities within the industry. Finally, this course provides the student with an overview of the different issues sports managers will be faced with such as consumer behavior, public relations, budgeting, and facility and event management.

*Offered:* Fall

*Prerequisite:* KINE209

**KINE420. Exercise Leadership and Personal Training (3)**

This course addresses functional topics of personal training and group exercise leadership including behavior change, fitness assessments, counseling and coaching techniques and program design. This course is designed to prepare students for employment in the health and fitness industry through hands-on experience of designing and implementing exercise programs.

*Offered:* Fall

*Prerequisite:* KINE353

#### **KINE420L. Exercise Leadership and Personal Training Lab (1)**

#### **KINE439. Exercise for Chronic Disease and Disability (3)**

This course presents students with an in-depth discussion of the role of physical exercise in the treatment and management of various chronic diseases and disabilities. This course presents current evidence-based research and guidelines on exercise training for individuals with chronic disease and existing physical disabilities.

*Offered:* Fall

*Prerequisite:* KINE353

*Course Fee:* There is a fee associated with this course.

#### **KINE451. Advanced Strength and Conditioning (3)**

This course is designed to enhance the students' current level of knowledge and expertise to an advanced level in the area of strength training and conditioning. In addition, this course will also prepare students interested in taking the National Strength and Conditioning Association Certified Strength and Conditioning Specialist exam. The course will focus on the assessment and implementation of training programs with strong emphasis on the areas of resistance training, metabolic training, flexibility, reaction time, speed, and agility.

*Offered:* Spring

*Prerequisite:* KINE351 or instructor permission

#### **KINE451L. Advanced Strength and Conditioning Lab (1)**

#### **KINE475. Kinesiology Internship (1-3)**

Designed to expose students to work within real settings relative to specific interests and track of choice. Students may work within a variety of sports settings in proximity to the university campus. In conjunction, seminars offer an opportunity for students to compare, contrast, analyze, and evaluate their experience in the various settings. This course can be taken for one to three units with approval of major advisor.

*Offered:* Fall, Spring, Summer

#### **KINE476A. Strength & Conditioning Practicum I (3)**

This course provides students with field experience in a strength and conditioning facility under the supervision of a CSCS certified professional and on campus preparation for strength and conditioning certification with JESSUP faculty. Students will apply knowledge and skills acquired from previous classes to assist strength and conditioning professionals during day-to-day work responsibilities. In addition, students will review and take practice exams in preparation for the Certified Strength and Conditioning Certification (CSCS) exam.

*Offered:* Fall

*Course Fee:* There is a fee associated with this course.

#### **KINE476B. Strength & Conditioning Practicum II (3)**

This course provides students with field experience in a strength and conditioning facility under the supervision of a CSCS certified professional and on campus preparation for strength and conditioning certification with JESSUP faculty. Students will apply knowledge and skills acquired from previous classes to assist strength and conditioning professionals during day-to-day work responsibilities. In addition, students will review and take practice exams in preparation for the Certified Strength and Conditioning Certification (CSCS) exam.

*Offered:* Spring

*Course Fee:* There is a fee associated with this course.

#### **KINE477. Practicum in Exercise Science (3)**

This course provides students with field experience in a clinical facility under the supervision of a certified professional and on campus preparation for the workplace with WJU faculty. Students will relate theory to practice through professional career and field experiences. Faculty approval is required prior to any service commitment or registration procedures.

#### **KINE498. Kinesiology Senior Seminar (3)**

In this culminating course, students are presented with the broad scope of career possibilities available with a major in kinesiology, as well as exposure to current issues in the field. Specialists from different areas in the profession provide quest presentations, consultation and dialogue. Students are given the opportunity to develop and articulate their own personal approach to professional goals and perceptions of the discipline. In addition, students acquire important tools for conducting a career search, such as writing a resume, doing a networking interview and analyzing current research.

*Offered:* Fall, Spring

### **LEADERSHIP (LDRS)**

#### **LDRS105. Introduction to Leadership (3)**

This course addresses the fundamental question: What is leadership? It then provides a strong biblical foundation and perspective for leadership, examines some of the spiritual dimensions of leadership, and explores and applies three particular models of leadership (authentic, transformational, and servant).

#### **LDRS200a and b. Seminar in Student Leadership (1)**

This course provides an overview of the leading theories of leadership and application of leadership theory to work in higher education. In addition to providing a theory base, self-evaluations of leadership skills are administered, aiding students in a greater understanding of their strengths and weaknesses. Students are then given an opportunity to put leadership into practice through student leadership activities and campus responsibilities.

#### **LDRS210. Self-Leadership (3)**

This course delves into the interior life of the leader. It examines the emotional, social, and spiritual life of the leader, giving attention to pathways towards an integrated inner-life. It also analyzes the role of emotional quotient (EQ) in leadership and ways to develop strength in this area.

#### **LDRS300. Faith and Life Issues (3)**

Challenges students to consider how general revelation (creation) and special revelation (the Scriptures) of God affects every aspect of life. Each student will be encouraged to develop a truly Christian world view and understand and critique competing world views.

*Enrollment Comments:* Not for traditional undergraduate majors, unless approved by department chair

#### **LDRS302. Models of Leadership (3)**

This course explores the core leadership tenets of servant leadership and spiritual leadership, particularly as they pertain to the business environment. It examines key biblical principles and ways in which to apply them consistently and accurately for leadership in the contemporary world.

#### **LDRS303. Leadership and Justice (3)**

This course begins by building a foundation for biblical justice in the Kingdom of God and reviews barriers to justice in society and approaches to address

them. The focus then turns to address the role that leaders play in global justice and ethics in diverse settings.

### **LDRS320. Leading Others (3)**

This course examines mechanisms for effective team-building, conflict management, and mentoring and developing others. It also explores the dynamics of healthy staff relationships, effective delegation, setting appropriate boundaries, and successful motivation of others.

**Prerequisite:** LDRS105; LDRS210 recommended

### **LDRS321. Effective Strategies for Leading Volunteers (3)**

Unlike most secular organizations, ministries and nonprofits tend to rely heavily on volunteers to staff their programs and projects. Working effectively with volunteers requires different leadership strategies than working with paid staff. This course will focus on the unique dynamics of how to gain, train, and sustain volunteers.

### **LDRS332. Spiritual Formation (1)**

Students will explore a number of spiritual practices that can help them flourish spiritually amidst the pressures of academia and of life. The course will briefly consider practices such as meditation, Sabbath, gratitude, simplicity, servanthood, spiritual friendship, and discernment. Students will participate in a half-day mini-retreat where they will explore these practices further.

### **LDRS342. Leading in Organizations (3)**

This course specifically addresses the complex issues of organizational development and organizational behavior. It guides students to understand the dynamics behind organizational life and health and examines the critical facets of strategic planning and tactical planning within an organization.

**Prerequisite:** LDRS105; LDRS210 recommended

### **LDRS360. Nonprofit Leadership (3)**

This course provides students with an overview of the unique management implications of the non-profit sector. It examines the roles of the executive director, the board, staff, fund-raisers and volunteers. Students will cover the major business functions and how they apply to the unique nature of nonprofits and discuss current trends in the management of these organizations.

### **LDRS398. Honors Integration (3)**

Honors Integration offers JESSUP honor students the opportunity to participate on a collaborative team working on a project from the research agenda of the Institute for Biodiversity and the Environment. The IBE engages in research that addresses environmental problems. These problems require interdisciplinary approaches to find potential solutions. The course provides opportunities for IBE's research faculty and their students to collaborate and to draw upon the expertise of their peers in different disciplines. While working under the close supervision of a faculty member, students receive training on the theory and methods of their chosen research project while also receiving preparation for the mental, physical, emotional, and spiritual rigors of conducting environmental research. Upon completion of the course, students become IBE undergraduate researchers. IBE research projects span academic disciplines across the natural and applied sciences, the social sciences, and the humanities.

### **LDRS430. Leadership in Global Society (3)**

This course will explore the nature of leadership in various cultures and the skills needed in a global economy and society. Students will examine the leadership implications for cross-cultural and multi-national organizations. Students will engage in discussions of the "Great Commission" and reflect on

historical aspects of global leadership. The future of global leadership will be examined and the potential leadership challenges considered. To the extent possible, students will be challenged to cultivate their own global leadership "map" as they interact with the emerging global scene.

### **LDRS450. Introduction to Pastoral Care and Counseling (3)**

Caregiving in a faith community or by its representatives is a practical theological activity. This course explores the foundational principles of pastoral care and counseling as part of community-based service by (1) distinguishing the unique ministries of pastoral/spiritual care, pastoral counseling, spiritual direction, and community counseling, and (2) articulating one's own pastoral focus in light of the following themes: holistic attention to self-care; developing skills of compassionate listening, attending and care in the context of social and personal dynamics; and commitment to advocacy.

### **LDRS470. Innovation and Leadership (3)**

This course explores creativity and entrepreneurship in leadership. It also analyzes how to effectively initiate and lead change, catch and cast vision, and integrate feedback from others into the leadership journey. It also considers the important connections between personal creativity and spiritual sensitivity in the leadership experience.

**Prerequisite:** LDRS105; LDRS210

### **LDRS475. Mentorship (3)**

This is a semester-long experience (fall or spring). Students participate in an approved leadership environment over a 12-week period (on-campus or off-campus). They receive on-site mentoring every 14 days. On alternate weeks, they do peer and faculty mentoring in on-campus groups. The mentorship allows students to practice the leadership skills and principles learned in the curriculum and specifically connects to the program outcomes.

### **LDRS498. Leadership Capstone (3)**

In the capstone, students produce documentation that demonstrates their achievement of each of the program learning outcomes. This includes artifacts, as well as a 20-25 page paper that systematically addresses the program learning outcomes. A specific focus is placed on the issues of self-awareness and self-leadership.

### **LDRS1105. El llamado del líder (The Call of the Leader)**

Los estudiantes explorarán los principios bíblicos de liderazgo en la Biblia y el llamado y las cualidades del carácter de individuos específicos en las Escrituras. La clase también presentará a los estudiantes las herramientas que los ayudarán a determinar su estilo de liderazgo específico e identificar los valores importantes necesarios para ser líderes efectivos en la iglesia contemporánea.

**Comentario de matriculación:** unidades de educación continua, no es para crédito

Students will explore biblical principles of leadership in the Bible and explore the call and character qualities of specific individuals in the Scriptures. The course will also introduce students to tools that will help them determine their specific leadership style and identify the important values needed to be effective leaders in the contemporary church.

**Enrollment Comments:** Continuing Education units, not for credit

### **LDRS 1320 El líder y los equipos (The Leader and Teams)**

Los estudiantes aprenderán cómo desarrollar y dirigir equipos productivos basados en principios bíblicos. La clase sentará las bases para dirigir equipos en el contexto de la iglesia local. Los estudiantes crearán / desarrollarán un equipo para satisfacer una necesidad específica de su iglesia / comunidad.



**Comentario de matriculación:** unidades de educación continua, no es para crédito

Students will learn how to develop and lead productive teams based on biblical principles. The course will lay the foundations for leading teams in the context of the local church. Students will create/develop a team to meet a specific need of their church/community.

**Enrollment Comments:** Continuing Education units, not for credit

### **LDRS1332. La vida espiritual del líder (The Spiritual Life of the Leader)**

Los estudiantes explorarán los principios y prácticas bíblicas que desarrollan y mantienen la relación del líder de la iglesia con Dios. Esta clase presentará prácticas espirituales que fomentan la intimidad y el crecimiento con Dios. Los estudiantes participarán en un retiro donde explorarán estas prácticas y su aplicación en el día a día.

**Comentario de matriculación:** unidades de educación continua, no es para crédito

Students will explore biblical principles and practices that develop and maintain the church leader's relationship with God. The course will introduce spiritual practices that encourage intimacy and growth with God. Students will participate in a retreat where they will explore these practices and their application within day-to-day life.

**Enrollment Comments:** Continuing Education units, not for credit

### **LDRS1500. La vida personal del líder (The Personal Life of the Leader)**

Esta clase ayudará a los estudiantes a reflexionar sobre su vida personal y cómo su salud espiritual, relacional y emocional afecta la efectividad de su liderazgo. La clase también ayudará al estudiante a utilizar inventarios para identificar diferentes dimensiones de su personalidad. El estudiante identificará y abordará algunas de sus propias áreas personales para el crecimiento y la integridad mientras ejerce el papel de líder en el contexto de su iglesia.

**Comentario de matriculación:** unidades de educación continua, no es para crédito

This course will help students reflect on their personal life and how their spiritual, relational, and emotional health affects their leadership effectiveness. The course will also help the student use inventories to identify different dimensions of their personality. The student will identify and address some of their own personal areas for growth and wholeness as they lead in their church context.

**Enrollment Comments:** Continuing Education units, not for credit

### **LDRS1521. El líder y la comunicación (The Leader and Communication)**

Se presentarán a los estudiantes las habilidades y teorías de la comunicación. El estudiante aprenderá a aplicar conceptos específicos como la comunicación interpersonal, la comunicación en grupos pequeños, escuchar más detenidamente y la comunicación no verbal en el contexto de la iglesia local.

**Comentario de matriculación:** unidades de educación continua, no es para crédito

Students will be introduced to communication skills and theories. The student will learn how to apply specific concepts such as interpersonal communication, small group communication, listening, and nonverbal communication in the context of the local church.

**Enrollment Comments:** Continuing Education units, not for credit

### **LDRS1561. El líder y el conflicto (The Leader and Conflict)**

Los estudiantes estarán expuestos a una forma centrada en Cristo de manejar los conflictos. La clase presentará el manejo de conflictos personales, principios organizacionales para abordar las diferencias y una base bíblica para la disciplina restaurativa de la iglesia. Los estudiantes

aplicarán principios a su contexto evaluando sus propias tendencias y patrones en el manejo de conflictos.

**Comentario de matriculación:** unidades de educación continua, no es para crédito

Students will be exposed to a Christ-centered way to manage conflict. The course will cover personal conflict management, organizational principles to address differences, and a biblical basis for church restorative discipline. Students will apply principles to their context by evaluating their own tendencies and patterns in conflict management.

**Enrollment Comments:** Continuing Education units, not for credit

## **MATHEMATICS (MATH)**

### **MATH094. Elementary Algebra (3)**

The focus of this course is to review fundamental concepts of algebra. Topics will include computations of real numbers including fractions and decimals, solving linear equations, graphing linear equations, exponents, and roots. There will also be an emphasis on problem solving skills throughout the course.

**Offered:** Fall, Spring

**Prerequisite:** Course placement by ACT or SAT scores and/or placement exam

**Enrollment Comments:** Credits not applicable to degree program requirements

### **MATH095. Elementary Algebra (3)**

The focus of this course is to expand students' algebra skills. Topics will include solving systems of linear equations, operations with polynomials, factoring, rational expressions and equations, and quadratics. There will also be an emphasis on problem solving skills throughout the course.

**Offered:** Fall, Spring

**Prerequisite:** Course placement by ACT or SAT scores and/or placement exam or C- or better in MATH 094

**Enrollment Comments:** Credits not applicable to degree program requirements

### **MATH100. Survey of Mathematics (3)**

This is a survey course covering various topics from different branches of and applications of mathematics. The course seeks to give students an appreciation of the breadth and depth of mathematics and also to introduce practical applications of mathematics that are relevant to being a global citizen. The course will also examine the relationship between mathematics and faith. Topics may include, set theory, statistics, voting theory, probability, geometry, consumer mathematics, logic, number theory and graph theory. **(Formerly Analytical Inquiry)**

**Offered:** Fall, Spring

**Prerequisite:** Grade of C- or better in MATH094 or approved ACT or SAT scores or placement exam; credit for passing score of CLEP College Mathematics approved

### **MATH101. College Algebra (4)**

This course reviews and extends the concepts of General Mathematics. Topics that are reviewed and extended include linear and quadratic equations, factoring polynomials, rational expressions, exponents, radicals, equations of lines, systems of equations, and functions. New topics include graphs and their translations and reflections, functions, exponential and logarithmic functions, graphs of quadratic functions, nonlinear systems of equations, polynomial, rational, and absolute value inequalities, sequences, series, and the Binomial Theorem.

**Offered:** Fall, Spring

**Prerequisite:** Grade of C or better in MATH095 or placement through the review of transcripts and ACT or SAT scores or by placement exam

#### **MATH102. Precalculus (4)**

This course is designed to prepare students for the calculus sequence. A brief review is followed by an in-depth extension of the properties of polynomial, rational, exponential, and logarithmic functions. Trigonometric functions are introduced and studied in depth. The trigonometric topics include right triangle trigonometry, unit circle trigonometry, graphs of trigonometric functions, proofs of trigonometric identities, solving trigonometric equations, applications of trigonometric functions (laws of sines and cosines), and inverse trigonometric functions.

**Offered:** Fall, Spring

**Prerequisite:** Grade of C- or better in MATH 101 or placement through the review of transcripts and ACT or SAT scores

#### **MATH105. Math for Liberal Studies 1 (3)**

This is the first course in a two-course sequence designed for the Liberal Studies major. In this course students will cover topics in number sense, algebra, and functions.

Traditional content from these domains will be covered as well as using technology to effectively solve problems, and evaluating nonstandard algorithms. There will be a heavy emphasis on problem solving, mathematical reasoning, and demonstrating your answer in a variety of ways throughout the course.

**Offered:** Fall

**Prerequisite:** Grade of C- or better in MATH094

#### **MATH106. Math for Liberal Studies 2 (3)**

This is the second course in a two-course sequence designed for the Liberal Studies major. In this course students will cover topics of measurement, geometry, statistics, data analysis, and probability. There will be a heavy emphasis on problem solving, mathematical reasoning, and demonstrating your answer in a variety of ways throughout the course.

**Offered:** Spring

**Prerequisite:** Grade of C- or better in MATH105 or equivalent

#### **MATH120. Statistics (3)**

This course introduces the concepts of General Statistics including data fundamentals, data distribution, introductory data visualization, measures of central tendency, relative frequency distributions, measures of spread, probability theory and distributions, linear correlation, hypothesis testing, sampling, bias, single sample estimation, and least squares regression.

**Offered:** Fall, Spring

**Prerequisites:** Grade of C- or better in MATH101 or equivalent

#### **MATH140. Calculus I (4)**

Fundamentals of calculus including functions, limits and continuity, differentiation, and integration.

**Offered:** Fall, Spring

**Prerequisite:** Grade of C- or better in MATH102 or equivalent

**Enrollment Comments:** Students with a three or higher on the AP Calculus A/B or AP Calculus B/C exam may meet their GE mathematics requirement. However, a four or higher is required to receive credit for Calculus I. May be subject to a minimum grade requirement for certain majors.

#### **MATH141. Calculus II (4)**

Continues in topics of calculus including integrals and transcendental functions, techniques of integration, first order differential equations, infinite sequence and series, and parametric equations.

**Offered:** Spring

**Prerequisite:** Grade of C- or better in MATH140

**Enrollment Comments:** Students entering with a four or higher on the AP Calculus B/C exam may receive credit for Calculus II. May be subject to a minimum grade requirement for certain majors.

#### **MATH210. Linear Algebra (3)**

Linear systems, matrices, vectors and vector spaces, linear transformations, inner products, norms, eigenvalues and eigenvectors, orthogonality and applications. Provides a foundation for many areas of study in mathematics, computer science, engineering, and science.

**Offered:** Spring

**Prerequisite:** Grade of C- or better in MATH141

#### **MATH241. Differential Equations (3)**

An introduction into the theory, methods of solution, and selected applications of ordinary differential equations. Topics include first order equations, second order linear equations with constant coefficients, numerical analysis of ordinary differential equations, Laplace Transforms, series solutions, and systems of differential equations.

**Offered:** Fall Even Years

**Prerequisite:** Grade of C- or better in MATH141

#### **MATH242. Calculus III (4)**

The differential and integral calculus of Euclidean 2- and 3-space are developed in this course. The treatment of real-valued functions of two or more real variables and their partial derivatives are also included. Functions that associate vectors with real numbers are studied. Applications to geometry, physics, and engineering are covered. The course provides a brief study of both double and triple integrals for functions of two or three variables. A laboratory approach is used in graphing two- and three-space group activities and projects.

**Offered:** Fall

**Prerequisite:** Grade of C- or better in MATH141

#### **MATH300. History of Mathematics and Number Theory (3)**

Designed to acquaint the student with the widely known theorem, conjectures, unsolved problems and proofs of number theory. Topics may include divisibility, primes, congruencies, Diophantine equations and arithmetic functions. In addition, the history of mathematics, from the beginning of recorded civilization to the present, will be covered.

**Offered:** Spring Even Years

**Prerequisite:** Grade of C- or better in MATH301

#### **MATH301. Introduction to Mathematical Proof (3)**

A practical introduction to formal mathematical proof emphasizing preparation for advanced study in mathematics. Special attention is paid to reading and building proofs using standard forms and models within the context of specific examples.

**Offered:** Fall

**Prerequisite:** Grade of C- or better in MATH140 and successful completion of ENGL101A or equivalent; MATH242 recommended

#### **MATH305. Discrete Mathematics (3)**

Covers a collection of topics useful to mathematics and computer science majors. The unifying factor is that the topics deal mainly with finite collections of mathematical objects (graphs, trees, finite state machines, etc.). Also includes examination of sets, logic, Boolean algebras, proof techniques, algorithm analysis, and recursion.

**Offered:** Spring (As Needed)

**Prerequisite:** Grade of C- or better in MATH141

### **MATH320. Probability Theory (3)**

Discrete and continuous probability including conditional probability; independence and Bayes' Theorem; expected value, variance, and moments of a random variable; distributions, methods for identifying distributions, and the Central Limit Theorem; and statistical hypothesis testing, errors, correlation, regression equations, and analysis of variance.

**Offered:** Spring Odd Years

**Prerequisite:** Grade of C- or better in MATH141 and MATH301

### **MATH350. Modern Geometry (3)**

Presents the foundation of Euclidean geometry and the development of non-Euclidean geometry from its Euclidean roots. The main structure is Hilbert's axiomatic approach.

**Offered:** Spring (As Needed)

**Prerequisite:** Grade of C- or better in MATH301

### **MATH410. Abstract Algebra (3)**

An introduction to the theory of groups, rings, and fields. Topics in group theory include Lagrange's theorem, quotient groups, applications to geometry, public key cryptography, and finitely generated abelian groups. Topics in ring theory include ideals, quotient rings, and polynomial rings. Topics in field theory include field extensions, Euclidean construction problems, cubic and quartic equations.

**Offered:** Spring Odd Years

**Prerequisite:** Grade of C- or better in MATH301

### **MATH460. Complex Analysis (3)**

An introduction to complex analysis. Topics to be covered may include complex numbers, analytic functions, elementary functions, integrals, Laurent series, residues, poles, and applications of residues.

**Offered:** Spring (As Needed)

**Prerequisite:** Grade of C- or better in MATH301

### **MATH461. Real Analysis (3)**

An advanced study of the real-number system, functions, sequences, series, continuity, differentiation, integrality, and convergence by use of the limit concept and basic axioms of the real number field.

**Offered:** Spring Even Years

**Prerequisite:** Grade of C- or better in MATH301

### **MATH462. Numerical Analysis (3)**

Numerical methods for solving systems of linear equations, finding roots and fixed points, approximating data and functions, numerical integration, finding solutions to differential equations.

**Offered:** Fall (As Needed)

**Prerequisite:** Grade of C- or better in MATH141 and MATH301 or a grade of C- or better in MATH141 and concurrent enrollment in MATH301.

### **MATH498. Senior Seminar (3)**

A capstone seminar in which faculty members, some guests, and the students give lectures on topics of general interest in mathematics. Students compile their senior portfolio, which encapsulates their learning experience in the mathematics program.

**Offered:** Spring

**Prerequisite:** Senior standing

## **MINISTRY (MIN)**

### **MIN110. Living in the Presence of God (2)**

Students will be able to compare their ability to host the Presence of God in their everyday life, with a key focus on the workplace, distinguishing the difference between their core beliefs of who God wants to be for all peoples in all situations. They will unpack and illustrate key truths from scripture, be a practitioner and interpret how to live from the foundation that the Spirit of God lives in and to overflow His Spirit into their world through the connection of Biblical teaching, Guest Speakers and community instruction.

### **MIN250. Building a Culture of Honor (2)**

The student will learn how to appraise a working knowledge of God's unconditional love for them as well as the purpose and value of Christ's crucifixion, resurrection and ascension has on their identity. Develop the ability to classify the greatness in those around them and to view others as the Bible instructs us. Students can translate or, ideally, can believe the biblical truth that God wants them to prosper and co-create with them. Digital revivalists who live and work from their identity, not for it and have innovative thoughts and ideas that they are motivated to achieve with God.

## **MUSIC (MUS)**

### **MUS100-400. Applied Lessons (.5)**

One 30 minute private lesson per week in the area of voice, keyboard, or instrument specified as the applied major. Students must obtain a juried level 400 in one applied area before presenting their senior recital. Students are encouraged to broaden and develop their skills in non-concentration applied areas as well.

**Offered:** Every Semester

### **MUS101. Music Appreciation (3)**

A general introductory course designed to enhance listening enjoyment and ability. Course emphasis is on the elements of music, the characteristic styles of major historical periods, and the lives and works of key composers within the Western musical tradition. Course includes in-class demonstrations and attendance at outside musical events. No previous musical study required.

**Offered:** Spring Even Years

### **MUS120. Live Sound Mixing (2)**

This course provides a hands-on introduction to sound equipment and acoustics, including practical application for live sound production.

### **MUS140. American Popular Music since 1900 (3)**

Traces the history of American popular music from the early 20<sup>th</sup> century to the present. Focuses on many genres of popular music (including popular song, folk, country/western, blues, jazz, gospel, rock and roll, soul, rock, funk, punk, heavy metal, rap, and hip hop) and explores how music dictates and reflects the social and cultural attitudes and trends in America.

### **MUS171. Music Fundamentals (3)**

Introduction to note reading, rhythm, time signatures, ear-training, and musical terminology.

**Offered:** Every Fall

### **MUS190G. Beginning Guitar (1)**

Class instruction in the development of the fundamental skills of guitar playing. The course is designed for students with little or no previous experience with the guitar. May be repeated for credit.

### **MUS190P. Class Piano I (1)**

Class instruction in the development of a basic proficiency in piano. Emphasis is on note and rhythm reading, repertoire, sight reading, scales, and basic chord progressions. May be repeated for credit.

*Offered: Every Fall*

**MUS190V. Beginning Voice (1)**

Class instruction in the art of singing. This course is designed for non-voice majors and beginning voice students. Course content includes vocal technique, repertoire building, and performance practice.

**MUS196. Jessup Concert Choir (1)**

An auditioned entry-level choral group of mixed voices. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include on and off campus concerts, events, fundraisers, and seasonal concerts. May be repeated for credit.

*Offered: Every Semester*

*Enrollment Comments: A 0-unit option of this performance group is available with approval from the Department Chair.*

**MUS197. Jessup Chamber Orchestra (.5)**

A chamber orchestra ensemble focusing on the literature of chamber orchestra repertoire of the Baroque and Classical era of western music. The orchestra will perform several campus concerts during each academic year. Students are taught sight reading, expression, phrasing, and dynamics as it pertains to classical repertoire. The Jessup Chamber Orchestra is open by audition to all Jessup chamber instrumentalists and may be repeated for credit.

*Offered: Every Semester*

*Enrollment Comments: A 0-unit option of this performance group is available with approval from the Department Chair.*

**MUS198. Jessup Jazz Band (.5)**

An instrumental ensemble of men and women, this ensemble will contribute to the campus and general communities through artistic and spiritual expression. Jazz band will perform several major campus concerts as well as perform at local churches during each academic year. Students are taught techniques unique to jazz, improvisation, and sight-reading. Included in the repertoire are jazz standards, Latin jazz, swing, soul jazz, and blues. Repertoire is of high quality and is chosen to represent a wide range of periods and styles. May be repeated for credit.

*Offered: Every Semester*

*Enrollment Comments: A 0-unit option of this performance group is available with approval from the Department Chair.*

**MUS220. Introduction to Music Technology (2)**

In this course, students study analog and digital electronic sound synthesis, theory of synthesizer operation; programming new sounds, computer applications including sequencing, patch libraries and programming aids, musical instrument digital interface (MIDI) and its applications, drum machines, and sampling sound synthesis.

**MUS222. Logic Pro (2)**

This course features provides students with an overview of Logic Pro software including but not limited to instruction in plug-ins, looping techniques, basic automated mixing, audio editing techniques, and real-time MIDI processing.

**MUS223. Sequencing (2)**

The course covers the necessary tools, techniques, and applications of MIDI sequencing and digital audio for writing and production. Main topics include the MIDI standard and its applications, set up and use of digital audio workstations (DAWs), integration of MIDI and audio tracks/sources, and use of software synthesizers.

**MUS224. Pro Tools I (2 units)**

This course introduces fundamental Pro Tools concepts and principles. Main topics include essential techniques for creating sessions, recording and importing audio and MIDI, editing session media, navigating sessions and arranging media on tracks, and using basic processing and mixing techniques to finalize a production.

**MUS272. Music Theory I (3)**

A study of the basic harmonic, melodic and rhythmic components of music. Included in the course content will be scales, keys, triads, inversions, transposition, counterpoint, chord progressions, and non-harmonic tones.

*Offered: Every Spring*

**MUS274. Music Theory II (3)**

A review of diatonic theory, and an introduction to dominant and non-dominant seventh chords, ninth, eleventh and other expanded harmonies, figured bass, Sonata Allegro and other forms, secondary dominants, keyboard harmony, and analysis.

*Offered: Every Fall*

*Prerequisite: MUS272*

**MUS280. Seminar in Sound Systems (1)**

An introductory seminar in sound equipment and acoustics and their practical application to music venues.

**MUS290P. Class Piano II (1)**

Continuation of class instruction in the development of a basic proficiency in piano. Emphasis is on expanded note and rhythm reading, advancing repertoire, sight reading, scales, and chord progressions. May be repeated for credit.

*Offered: Every Spring*

*Prerequisite: MUS190P or proficiency (see the MUS department)*

**MUS296. University Choir & Orchestra (1)**

An auditioned choral group of mixed voices. Music of various styles and periods is rehearsed and performed both on campus and in the community. Activities include on and off campus concerts; tours to the Bay Area, Northern California, and Oregon; events; fundraisers; and seasonal concerts. May be repeated for credit.

*Offered: Every Semester*

*Enrollment Comments: A 0-unit option of this performance group is available with approval from the Department Chair*

**MUS301. Ear Training I (1)**

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

*Offered: Every Spring*

*Prerequisite: MUS272; MUS274*

**MUS302. Ear Training II (1)**

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

*Offered: Every Fall*

*Prerequisite: MUS272; MUS274; MUS301*

**MUS303. Ear Training III (1)**

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

*Offered: Every Spring*

**Prerequisite:** MUS272; MUS274; MUS301; MUS302

#### **MUS304. Ear Training IV (1)**

A skills acquisition course covering sight singing, melodic intervallic, rhythmic and basic choral identification, reading, and dictation.

**Offered:** Every Fall

**Prerequisite:** MUS272; MUS274; MUS301; MUS302

#### **MUS310. Basic Conducting (2)**

An introduction to the basic skills and techniques of conducting: beat patterns, subdivisions, cues, releases, terminology, score preparation and preparatory gestures.

**Offered:** Fall Odd Years

**Prerequisite:** MUS272; MUS274

#### **MUS323. Recording and Production I (2)**

Recording and Production covers basic acoustics review, mixers, microphones, monitoring systems, studio acoustics, digital recording techniques, mixing concepts, outboard effects, and acoustic and synth recording basics.

**Prerequisite:** MUS220

**Course Fee:** Lab fee may apply.

#### **MUS324. Recording and Production II (2)**

The intent of this class is to work in production teams to produce a musical recording project. Each team includes students oriented towards arranging, engineering, music business, and performance. They take on a large project, divide the production tasks, and learn to work as a production team. Topics include session and arrangement planning, budgeting, contracting, preproduction techniques, recording of acoustic and electronic instruments, work process and synchronization, final mix, and mastering. Students are given a budget and use realistic figures for studio time, musicians, CD costs, etc. This is meant to be a shared project, with each student contributing particular skills and orientation to the final product, which can be used as a demonstration of the student's abilities and capacity for working in a production team. As a final step, each student evaluates others on the same production team.

**Prerequisite:** MUS220; MUS323

#### **MUS325. Pro Tools II (2)**

This course is a continuation of MUS224, introducing students to more advanced techniques specific to Pro Tools. Students will learn to competently operate a Pro Tools system for mid-sized sessions. Additional topics include learning to build sessions designed for commercial purposes and techniques designed to improve the results of their recording, editing, and mixing efforts.

#### **MUS332. Applied Group Woodwind Techniques (1)**

This course offers beginning instruction in the woodwind instruments. Careful focus is given to tone production, technique, instrument care, study materials, and teaching procedures.

**Offered:** Fall Odd Years

#### **MUS333. Applied Group String Techniques (1)**

The course offers beginning instruction in the stringed instruments. Careful focus is given to tone production, bowing, technique, study materials, instrument care and teaching procedures.

**Offered:** Fall Even Years

#### **MUS334. Applied Group Brass Techniques (1)**

Students receive elementary instruction in the brass instruments. Careful consideration is given to tone production, technique, care of instruments, study materials, and teaching procedures.

**Offered:** Spring Odd Years

#### **MUS335. Applied Group Percussion Techniques (1)**

This course provides elementary instruction in the percussion instruments. Careful consideration is given to technique, care of instruments, study materials, and teaching procedures.

**Offered:** Spring Even Years

#### **MUS340. Western Music to 1750 (3)**

Covers the historical development, forms, composers, performers, styles and genres of Western music from Antiquity through the Baroque period of music. Listening and analysis activities will enrich students' understanding of each period's traditions and innovations. Students will become familiar with primary composers, musical forms, and artistic developments in social and historical contexts.

**Offered:** Fall Even Years

**Prerequisite:** MUS272; consent of instructor

#### **MUS341. Western Music from 1750 (3)**

Covers the historical development, forms, composers, performers, styles and genres of Western music from the Pre-Classical period through contemporary composers. Listening and analysis activities will enrich students' understanding of each period's traditions and innovations. Students will become familiar with primary composers, musical forms, and artistic developments in social and historical contexts.

**Offered:** Spring Odd Years

**Prerequisite:** MUS272; consent of instructor

#### **MUS342. Seminar in the Baroque (3)**

A seminar covering the forms, composers, instrumentation, style and developments of the Baroque period of music from 1685-1750.

**Prerequisite:** MUS272; MUS274; writing proficiency complete

#### **MUS344. Seminar in the Romantic (3)**

A seminar covering, in depth, the forms, composers, instrumentation, style and developments of the Romantic period of Music from early to late 19th Century.

**Prerequisite:** MUS272; MUS274; writing proficiency complete

#### **MUS346. Seminar in the Classical (3)**

A seminar covering the forms, composers, instrumentation, style and developments of the Classical period of Music from 1750-1825.

**Prerequisite:** MUS272; MUS274; writing proficiency complete

#### **MUS350 Worship Leadership and Planning (3)**

This course provides instruction for developing skills to lead a worship arts team, including working with and rehearsing a band, media teams, music directors, chart preparation, team building, and coordinating teams for worship.

#### **MUS351. Seminar in Leadership Skills (1)**

This course is a forum for integrating contemporary, historical, and biblical theories, examples and perspectives on leadership with how they relate to authority, influence, persuasion and motivation, leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution, leadership efficiency focusing on visioning, goal-setting, self-management, understanding of leadership styles,

preferences and the learning process, and leadership empowerment and the stewardship of others.

*Offered: Spring Odd Years*

### **MUS352. Music Business Portfolio Development (2)**

This course provides an in-depth study of music career planning, networking, self-marketing, and advertising. Students will learn to use the internet, social media, iTunes, YouTube, and other streaming services for promotion of their business. Emphasis will be placed on the development of websites, video and audio reels, resumes, and other self-marketing tools necessary for entry into the music job market.

### **MUS356. Instrumentation and Arranging for Popular Music (3)**

This course provides elements of common commercial styles of arranging, including score/part preparation, vocal arranging techniques, orchestral instruments, and arranging for rhythm section.

### **MUS357. Form and Analysis (2)**

This course will study the forms of music from the 18<sup>th</sup> century to present day, including an analysis of both large and small forms, rondo, sonata, and other symphonic forms.

### **MUS363. Accompaniment (1)**

Designed to give the keyboard major experience in accompaniment. Students will be assigned to an applied student or to one of the college ensembles. Instruction will stress the basics of accompaniment as opposed to solo performance skills. Keyboard majors may substitute this course for Class Piano. May be repeated for credit.

### **MUS367. World Music (3)**

A survey of the music of the non-western world, including selected areas from Africa, Asia, and South America.

*Offered: Spring Even Years*

### **MUS370. Song Writing (2)**

A course in the composition and scoring of song forms. Students will study, analyze and compose various song forms and genres.

*Prerequisite: MUS272; MUS274; writing proficiency complete*

### **MUS372. Music Theory III (3)**

A more advanced look at diatonic theory, and dominant and non-dominant seventh chords, ninth, eleventh and other expanded harmonies, figured bass, Sonata Allegro and other forms, secondary dominants, keyboard harmony, and analysis.

*Offered: Spring*

*Prerequisite: MUS272; MUS274*

### **MUS374. Music Theory IV (3)**

A continuation of advanced theory.

*Offered: Fall*

*Prerequisite: MUS272; MUS274; MUS372*

### **MUS396. Masterworks Chorale (0 - 0.5)**

Masterworks Chorale provides students with performance group experience centered in traditional choral repertoire. The group emphasis is on rehearsal and performance of works drawn from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods of music. The Masterworks Chorale is open to all Jessup University students regardless of major. The Chorale performs approximately three times each semester.

*Offered: Every Semester*

### **MUS398. Junior Recital (0)**

Music Majors are required to present in the junior year a recital of one hour (minimum length) prior to continuation. Students will register for MUS398 during the semester of their scheduled recital.

*Offered: Every Semester*

*Prerequisite: MUS300*

### **MUS410. Advanced Conducting (2)**

Continued development of conducting techniques, rehearsal strategies, and repertoire selection.

*Offered: Spring Even Years*

*Prerequisite: MUS310*

### **MUS420. Music Composition (2)**

This course includes writing of original hymns, choruses, binary and ternary forms, leading into larger classical forms.

*Prerequisite: MUS272; MUS274*

### **MUS421. Counterpoint (2)**

A study of strict and free counterpoint in two, three, and four parts. The class will focus on analysis of music and writing music using contrapuntal techniques with emphasis on forms of the Baroque era and their current application.

*Prerequisite: MUS272; MUS274*

### **MUS422 Mixing and Mastering with Pro Tools (2)**

This course covers techniques for working with Pro Tools in a professional post-production environment. Concepts and skills presented in Pro Tools I (MUS224) and Pro Tools II (MUS325) are reinforced with hands-on lessons.

### **MUS440. Vocal Pedagogy (3)**

Students will develop and apply knowledge of the anatomy and physiology of the voice with the methods, curriculum, materials and procedures of teaching. Students will participate in observed teaching situations with an assigned voice student.

*Offered: Fall Odd Years*

*Prerequisite: MUS290P; MUS300; MUS374*

### **MUS441. Music Education (2)**

This course addresses philosophical understanding of the foundations of music education paired with practical application of the principles of the psychology of music in the classroom.

### **MUS450. Theology for Worship (3 units)**

This course presents a biblical and historical examination of Christian worship. Students will focus on learning to integrate theology, historical information, and critical thinking, so they can articulate a Christ-centered theology of worship.

### **MUS475. Music Internship (3)**

Students will be placed in a music ministry internship with a local congregation. Under supervision, they will apply the skills and knowledge acquired in the major to practical ministry situations.

*Offered: Every Semester*

### **MUS496. Crossroads (.5)**

A select performance group open by audition only. Students will be performing a variety of musical styles, including acapella works. This group is

a touring ensemble, and interested students must commit to the tour schedule.

**Offered:** Every Semester

**Enrollment Comments:** A 0-unit option of this performance group is available with approval from the Department Chair.

### **MUS498. Senior Recital (0 P/F)**

Music Majors are required to present in the senior year a senior recital of 45 minutes to one hour prior to graduation. Students will register for M498 during the semester of their scheduled recital.

**Offered:** Every Semester

**Prerequisite:** MUS400; writing proficiency complete

## **NEW TESTAMENT (NT)**

### **NT210. Acts (3)**

A comprehensive study of the Acts of the Apostles from historical, theological, missiological, and literary perspectives. The course considers the importance of Acts for our understanding of early Christianity and integrates the careers, message, and theology of the apostles with the rest of the New Testament.

**Prerequisite:** BIBL104 or BIBL106

### **NT213. General Epistles (3)**

An examination of the General Epistles (Hebrews, James, 1 and 2 Peter, 1 – 3 John, and Jude). The course considers their individual themes, authorship and historical background, as well as theological emphases and contemporary relevance.

**Prerequisite:** BIBL104 or BIBL106

### **NT241. Gospel of Matthew (3)**

Expository, theological, and practical examination of Matthew's Gospel with emphasis on the unique contribution made to our understanding of Jesus the Messiah.

**Prerequisite:** BIBL104 or BIBL106

### **NT242. Gospel of Mark (3)**

Expository and theological examination of Mark's Gospel with emphasis on the unique Markan insights into Jesus as Christ, Son of Man, and Son of God.

**Prerequisite:** BIBL104 or BIBL106

### **NT243. Gospel of Luke (3)**

Expository and theological examination of Luke's Gospel with emphasis on the unique Lukan contribution into Jesus as Christ and Son of Man.

**Prerequisite:** BIBL104 or BIBL106

### **NT244. Gospel of John (3)**

Expository and theological examination of John's Gospel with emphasis on the Johannine distinctives and spiritual insights into Jesus as The Word made flesh and Son of God.

**Prerequisite:** BIBL104 or BIBL106

### **NT308. Romans (3)**

A comprehensive study of the Epistle to the Romans. The course considers the importance of the epistle for Christian theology and living and includes an exegetical component.

**Prerequisite:** BIBL104 or BIBL106

### **NT309. Prison Epistles (3)**

Examination of Ephesians, Philippians, Colossians, and Philemon with emphasis on doctrines of the Church, Christian living, and Christology.

**Prerequisite:** BIBL104 or BIBL106

### **NT311. Pastoral Epistles (3)**

An examination of I and II Timothy and Titus with an emphasis on ministry in the life of the early church and the disciplines of being church in society.

**Prerequisite:** BIBL104 or BIBL106

### **NT315. I and II Corinthians (3)**

An examination of the Corinthian correspondence (1 and 2 Corinthians), including the letters' emphasis on church life, ministry and theological issues, and Paul's relationship with the church. The course integrates the letters with Paul's ministry as presented in Acts as well as the historical and cultural background of the first century.

**Prerequisite:** BIBL104 or BIBL106

### **NT423. Hebrews (3)**

A study of the thought and theology of the book of Hebrews. The course examines authorship, background, use of the Old Testament and the Priesthood and Sacrifice of Christ.

**Prerequisite:** BIBL104 or BIBL106

### **NT424. Revelation (3)**

This course Equips students to faithfully read and practice the book of Revelation by teaching them to interpret the book's message and symbols in their historical, literary, and canonical contexts and by training them to view life through the lens of this practical, imagination-capturing book.

**Prerequisite:** BIBL104 or BIBL106

## **NURSING (NURS)**

### **NURS200. Ethical and Spiritual Decision Making in Healthcare (3 units, 135 hours)**

The emphasis is on the role of the nurse in providing nursing care grounded in ethical principles while bringing their faith in Christ to the healthcare setting. Increased leadership and autonomy in the nursing profession comes with increased responsibility, particularly ethical responsibility. This course provides the student with a foundational knowledge of ethics, ethical reasoning, and decision-making strategies to navigate the difficult ethical situations encountered on a daily basis. Decision-making models, rationales for decisions, and various topics related to ethical patient care are provided in this course, satisfying the competencies needed for successful professional practice.

### **NURS201. Introduction to Professional Nursing (3 units)**

This course is designed to introduce students to historical perspectives both secular and Christian concepts and current issues that are foundational to nursing as an evolving profession. Professional scope and standards role performance, nursing competencies, and legal aspects are examined.

### **NURS310. Psych Mental Health Nursing Theory (3 units, 135 hours)**

Introduction to psych/mental health nursing. Students will gain competency to promote therapeutic use of self in communication patterns. Using the nursing process, interventions for acute and chronic psych/mental health conditions focus on interdisciplinary collaboration, teaching-learning, and behavioral change to promote health promotion, disease prevention, and care of individuals and families of diverse and cultural backgrounds. Nursing care and interventions of special populations: homelessness, substance abuse, addiction, and mental health disorders over the lifespan are examined. Students will concurrently complete supervised clinical practice

hours with a clinical faculty member in a psych/mental health setting. Emphasis will be placed on the role of the nurse in providing holistic care while bringing their faith in Christ to the setting.

**NURS310P. Psych/Mental Health Nursing Clinical Lab (1 unit, 45 hours)**

Students will complete clinical learning experiences in a psych/mental health inpatient and/or community treatment setting. Nursing care and interventions with persons with emotional disorders and/or a diagnosis of psych/mental illness will be applied. Students will gain competency in developing therapeutic use of self in communication in nurse-person, nurse-group, relationships to care for individuals and families with acute and chronic psych/mental health conditions. Students will develop nursing care plans that include the use of the therapeutic nurse-patient relationship, psychopharmacology, and a therapeutic milieu to support the patient.

**Grading: P/F**

**NURS322. Health Assessment Theory (4 units, 135 hours)**

**& Health Assessment Skills Lab NURS322P. (1 unit, 45 hours)**

This competency-based course prepares students to complete a health history and gain the knowledge and skills to complete a physical exam and system assessments on individuals across the lifespan. In addition, students will appreciate cultural variations, demonstrate psychosocial sensitivity and knowledge of genetic and nutritional assessment. In the laboratory component (45 hours) students will practice skills to complete systems exams, demonstrate competency, and document findings. **NURS322P**

**Grading: P/F**

**NURS341. Pharmacology (3 units, 135 hours)**

This course will provide foundational knowledge for students on the pharmacological knowledge for interventions for disease management, health prevention and health promotion. Students will study the pharmacotherapeutic agents used to manage acute and chronic disease including drug actions, potential side effects and/or adverse events. Fundamental principles of safe and effective administrative of pharmacotherapeutics are emphasized. Students are required to master competency in conducting calculations and dosages of medications prior to beginning the beginning direct clinical experiences

**NURS361. Nursing Fundamentals Theory (3 units)**

Foundational nursing skills, techniques, and competencies are mastered in this course. Students will be introduced to basic nursing knowledge and concepts that provide a working foundation of compassionate, evidence-based, collaborative care and will develop critical thinking abilities in the role of communicator, educator, and caregiver. The emphasis is on the role of the nurse in providing care while bringing their faith in Christ to the healthcare setting. Students will develop fundamental competencies to maintain a safe and hygienic environment, medical asepsis and infection control, principles of body mechanics and mobility, gastrointestinal and urinary care, oxygen therapy, airway management, and calculation of drug doses and safe administration. Students will be co-enrolled in NURS 361P (laboratory course)

**NURS361P. Nursing Fundamentals Clinical Lab (1 unit, 45 hours)**

Students will apply theory, critical thinking, and the nursing process to gain mastery of selected fundamental competencies through practice in the skills/simulation lab. Students will be required to demonstrate mastery and competency in nursing skills and procedures required for the fundamentals of professional nursing practice to prepare for clinical practice experiences. **Grading: P/F**

**NURS362. Adult Health I Theory (6 units, 270 hours)**

Application of Nursing theory and evidence-based practice in caring for adults across the lifespan with acute and chronic health conditions in acute and sub-acute health care settings. Geriatric content is integrated into both theory and clinical. Emphasis is placed on the delivery of safe, patient-centered, team-based care integrating knowledge of pathophysiology and pharmacotherapy, developmental theories, and the human response to illness. The emphasis is on the role of the nurse in providing care while bringing their faith in Christ to the healthcare setting.

**NURS362P. Adult Health I Clinical Lab (6 units, 270 hours)**

Through direct clinical experiences, students will develop the psychomotor and critical thinking/judgement skills to provide safe, patient-centered, team-based care to adults across the lifespan incorporating geriatrics. The emphasis is on the role of the nurse in providing care while bringing their faith in Christ to the healthcare setting. Students will perform the clinical skills that meet both agency and Evidence-Based Practice guidelines required for nursing practice under the supervision of clinical faculty member and the assigned staff nurse. **Grading: P/F**

**NURS368. Nursing Care in Childbearing: Maternal and Newborn (3 units, 135 hours)**

This course provides maternal and newborn clinical care experiences in acute, chronic, and/or ambulatory care settings. Family-centered care provides the framework for this course. In addition, students will participate in competency-based simulated learning experiences to gain evidence-based clinical judgment in the care of Antepartum, Intrapartum, and Postpartum women with acute conditions. Newborn simulated experiences will focus on the delivery of the newborn and evidence-based judgment in initial care and assessment. The focus will be on health promotion, health prevention, and family-centered care of diverse populations while providing faith-based nursing care.

**NURS368P. Nursing Care of Childbearing: Maternal and Newborn (1 unit, 45 hours)**

This course provides maternal and newborn care experiences in acute and ambulatory care settings. Family-centered care provides the framework for this course. In addition, students will participate in competency-based simulated learning experiences. **Grading: P/F**

**NURS369. Nursing Care in Childrearing: Children and Adolescents (3 units, 135 hours)**

This course provides pediatric clinical care experiences in acute, chronic, ambulatory, and/or school settings. In addition, students will participate in competency-based simulated learning experiences to gain evidence-based clinical judgment in the care of children and adolescents with acute and chronic illnesses. The focus will be on child growth and development, health promotion, health prevention, and family-centered care of diverse populations while providing faith-based nursing care.

**NURS369P. Nursing Care of Childrearing: Children and Adolescents Clinical Lab (1 unit, 45 hours)**

This course provides pediatric clinical care experiences in acute, chronic, and/or ambulatory care settings. Family centered care provides the framework for this course. In addition, students will participate in competency-based simulated learning experiences. **Grading: P/F**



**NURS390. Statistics and Data Management for Nursing and Healthcare (3 units, 135 hours)**

This course explores fundamental concepts and methods of statistics as applied to nursing and other healthcare related fields. Selected topics include: introduction to basic concepts of descriptive and inferential statistics as they apply to health research; statistical hypotheses testing, construction, and interpretation of confidence intervals; regression and multiple regression; analysis of covariance, multivariate ANOVA, and related multivariate analyses. Computer software will be used to illustrate statistical procedures and data analysis for determining medical outcomes and healthcare decisions. This course introduces the use of technology in the capture, delivery, and analysis of health data. The course focuses on the use of electronic health records, data mining, and statistical collection of health data, quality data management and report generation commonly used in nursing and other healthcare areas.

**NURS450. Faithful Leading in Professional Nursing: Theory (2 units, 90 hours)**

This course requires that senior nursing students demonstrate mastery of knowledge learned in liberal arts, sciences, as well as nursing courses. This course will facilitate the student's transition into professional practice by exploring trends and issues in professional nursing through a Christian worldview.

**NURS450P. Faithful Leadership in Professional Nursing: Clinical Lab (3 units, 135 hours)**

The clinical activities will focus on leadership, management, and the student's faith in all aspects of the professional nurse. Clinicals are scheduled with selected nurse preceptors in a variety of settings. **Grading: P/F**

**NURS464. Adult Health II Theory (5 units, 225 hours)**

Building on the integrated knowledge and competencies from Nursing of Adults I, across the life span. Geriatric content is integrated into both theory and clinical. Students will care for increasingly complex and chronically ill clients in acute and sub-acute settings. Emphasis is placed on the delivery of safe, patient-centered, team-based care incorporating health promotion, disease prevention and patient/family education while incorporating faith-based care.

**NURS464P. Adult Health II Clinical Lab (4 units, 180 hours)**

Under the guidance of a nurse and the clinical instructor, students will perform advanced direct care clinical experiences. Students will enhance their psychomotor and critical thinking/judgement skills to provide safe, patient-centered, faith-based, and team-based care to adults across the lifespan with acute chronic, and complex health conditions. Students demonstrate safe administration of medications, including parental, and the clinical competencies that meet both agency and EBP guidelines. **Grading: P/F**

**NURS468. Nursing Care of Communities and Public Health: Theory (2 units, 90 hours)**

This course is designed to assist the student to meet the Scope and Standards for Public Health Nursing to become eligible to apply for a Public Health Nurse Certificate. These 17 standards provide a broad scope of practice to assess, diagnose, identify, plan, implement, and evaluate a public health and community-based intervention plan. The health of the community and populations within the community is the focus of the course. Students will apply nursing and public standards to promote health, prevent disease and restore the health of population groups, while providing faith-based nursing care.

**NURS468P. Nursing Care of Communities and Public Health Clinical Lab (2 units, 90 hours)**

This practicum will provide students with a population-based focus to identify the healthcare needs of the population to better meet the healthcare needs of patients, families, and the community. Guided by course objectives students will complete experiential learning in multiple settings and develop an EBP public health community-based assessment plan to improve the health of a population while providing faith-based nursing care.

**NURS490. Nursing Research and Information System (3 units, 135 hours)**

Baccalaureate prepared nurses must incorporate team-based evidenced-based care derived from the best available scientific evidence to inform clinical judgements. Nurses need to understand the research process to gain competency to critically read, evaluate, and apply research findings into practice. By understanding the research process, students can formulate clinical questions and appraise the literature to advance quality care and healthcare improvement. In this course, students are introduced to qualitative, quantitative approaches, research design, and data collection methods.

**NURS498. Nursing Capstone Theory (2 units, 90 hours)**

This course requires that senior nursing students demonstrate mastery of knowledge learned in liberal arts, sciences, as well as nursing courses. This course will facilitate the student's transition into professional practice by exploring trends and issues in professional nursing through a Christian worldview.

**NURS498P. Nursing Capstone Clinical Lab (1 unit, 45 hours)**

The clinical practicum focuses on delivery and management of care within the context of legal, ethical, and evidence-based practice. A variety of populations will be used in this clinical practicum. **Grading: P/F**

## OLD TESTAMENT (OT)

**OT300. Torah (3)**

This is a comprehensive course on the first five books of the Bible - Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. Students will trace how these texts were formed and consider the multiple socio-historical contexts that informed them, while also analyzing their narrative structures and meaning in their present form - all of which is done with a view toward a deeper understanding of Scripture.

**Prerequisite:** *BIBL101 or BIBL105*

**OT303. Psalms for the Contemporary Church (3)**

In this course, students will explore the ancient wisdom of the psalms and the five basic types of psalms. They will learn to apply spiritual leadership practices based on Psalms—the prayer book of all times and places—to their personal life setting. Students will learn how the psalms shape spiritual formation and help develop a uniquely Christian worldview.

**Prerequisite:** *BIBL101 or BIBL105*

**OT305. Psalms and Wisdom Literature (3)**

Introduces students to the poetry, theology, and historical contexts of the Psalter and Israel's wisdom literature, especially the books of Job, Proverbs, and Ecclesiastes.

**Prerequisite:** *BIBL101 or BIBL105*

**OT343. Joshua, Judges, Ruth (3)**

A study of the books of Joshua, Judges, and Ruth, with particular attention to their historical, literary, and theological contexts, as well as the contemporary significance of the themes of these books.

*Prerequisite:* BIBL101 or BIBL105

**OT349. I and II Chronicles (3)**

A course focusing on the general themes of these two post-exilic books. Emphasis will be given to parallel passages in Samuel and Kings and to the Chroniclers unique contributions to Israel's history. From this perspective students will begin to build theological bridges applicable to the church today.

*Prerequisite:* BIBL101 or BIBL105

**OT351. Ezra-Nehemiah (3)**

Will study the history, background, and selected cultural mores to help the student better understand the significant historical, theological, and interpretive aspects of these books.

*Prerequisite:* BIBL101 or BIBL105

**OT358. Isaiah (3)**

An in-depth study of the messages of Isaiah in their historical, cultural, and canonical settings. Special attention will be given to the nature of prophetic literature, the theological themes within Isaiah, and the relationship between Isaiah's visions and the new covenant kingdom of Jesus Christ.

*Prerequisite:* BIBL101 or BIBL105

**OT361. Samuel & Kings (3)**

An exegetical and historical study of the books of Samuel, Kings. The investigation will give special attention to the themes of leadership and social justice.

*Prerequisite:* BIBL101 or BIBL105

**OT363. Minor Prophets of the Eighth and Seventh Centuries B.C. (3)**

A survey of the distinctive purpose, content, and fundamental messages of the prophets of Israel and Judah prior to the Exile. Each prophet will be studied in terms of the political, social, and religious issues of their days with parallels to ours.

*Prerequisite:* BIBL101 or BIBL105

**OT368. Jeremiah (3)**

An in-depth study of the life, times, and writings of Jeremiah. Special emphasis will be placed on major themes of Jeremiah and Lamentations including that of suffering and loss in the life of a servant of God.

*Prerequisite:* BIBL101 or BIBL105

**OT374. History and Literature of the Second Temple Period (3)**

Investigates the events after the Old Testament and their implications for understanding New Testament times and literature. The study will include the history, archaeology, and literature of the period including the Apocrypha, Pseudepigrapha, and the Dead Sea Scrolls.

*Prerequisite:* BIBL101 or BIBL105

**OT380. Selected Topics in Old Testament**

Investigation and discussion of relevant biblical passages on a topic of current interest. The topic chosen by the professor in response to student interest with an emphasis on application of biblical truths.

*Prerequisite:* BIBL101 or BIBL105

**OT401. Genesis (3)**

This course is an in-depth analysis of the book of Genesis in its historical, cultural, and literary contexts which provides the basis for examining important theological concepts in this foundational book. The course will trace key theological themes from Genesis throughout Scripture and consider various interpretive viewpoints.

*Prerequisite:* BIBL101 or BIBL105

**ORGANIZATIONAL LEADERSHIP (ORLD)****ORLD300. Foundations of Leadership (3)**

Students will examine their own personal leadership capabilities and effectiveness through self-assessment. A variety of leadership instruments will be used as the students reflect on their own leadership traits and those of others. A 360-degree assessment will also be utilized to provide insight into how student's leadership is viewed by others in their organizations and provide a basis for leadership development. Biblical leadership principles will be infused into the discussion as students examine various leadership and motivation styles; students will not only learn their particular leadership style but how to relate to the leadership styles of others.

**ORLD321. Leading Organizational Teams (3)**

This course will address how organizational goals, priorities and strategies interface with the behavior of individuals and teams both inside the organization and through external constituencies. Attention is given to the effect of organizational culture, government laws and regulations, the economy upon organizational behavior and the important dynamics associated with teams.

*Prerequisite:* ORLD300; BUS302

**ORLD420. Leadership and Negotiations (3)**

This course focuses on the practice of leadership through effective negotiation and will review the theory, practice, and processes of negotiation in a variety of settings. Students will study the fundamentals of negotiation practice and group psychology and apply leadership and negotiation frameworks to simulations and workplace opportunities.

*Prerequisite:* ORLD300; BUS302

**ORLD421. Organizational Ethics (3)**

This course provides a biblical foundation for Christian ethics in the marketplace. It utilizes the Sermon on the Mount (Matthew 5-7) as a primary text for the formulation of Kingdom ethics, and a basis for personal decision-making. It also makes specific applications to organizations through the analysis of real-world dilemmas and challenges.

**ORLD422. Managing Organizational Change (3)**

Students will examine the role of planning in maximizing resources and addressing organizational change. Project planning and management concepts will be discussed and applied to real-world planning initiatives. Specific techniques for analyzing complex problems and for planning and evaluating interventions will be applied. Students will examine a problem or issue in their current or proposed future vocational setting and prepare plans for the implementation of a well-designed program or policy.

**ORLD431. Public Sector Leadership (3)**

This course introduces students to theories and models of change management. Students learn how organizations address the rapidly changing nature of the internal and external environment within which they operate. Students will discuss the role of organizational change agents and how to implement strategies for organizational intervention. Using work specific challenges and organizational case studies, students will develop the skills to evaluate and analyze how to lead effective change initiatives in the

workplace. Students will also address the impact of public policy changes on organizations and society. A particular focus of this course will be in leading and managing changes across various organizational cultures.

### **ORLD432. Evidenced-Based Leadership and Decision Making (3)**

Students will increase their literacy for decision making. Making decisions is arguably one of the most important tasks of leadership. Students will recognize both the art and science of making decisions in an uncertain organizational climate. Students will build literacy surrounding the issue definition, gather relevant information, and retrieve the best available evidence to apply to key organizational decisions. Students will understand how their faith integrates with decision making and the impact of decisions within the organizational setting. Emphasis on this class will also include the importance of decision making and execution; moving from strategic planning to tactical activity will be a focus of the study and conversation.

## **PARALEGAL STUDIES (PLS)**

### **PLS100. Introduction to Paralegal Studies (3)**

This course presents an overview of the paralegal profession, including professional regulation, trends and issues, ethical obligations, and the paralegal's role in the delivery of legal services. Students will examine the role of the paralegal in the U.S. legal system and become familiar with on-the-job realities of the paralegal profession, including the rules and regulations governing paralegals, the legal system, legal analysis, interviewing, investigation, legal research and writing, law office administration, administrative advocacy. Students will understand legal terminology and ethics with the perspective of a biblical worldview. Students will also explore career opportunities including how to become a certified paralegal and opportunities to connect to their local paralegal association.

### **PLS110. Business Organizations and Contract Law (3)**

This course will provide the student with a comprehensive understanding of the common law of business organizations and contracts, from the formation of a contract through its termination, including various ways in which parties can ethically enter into a contract. Additionally, this course will familiarize the student with the Uniform Commercial Code and the laws governing the sale of goods. Students will also gain an understanding of contractual relationships, applicable laws and remedies from a Christ-centered perspective.

*Prerequisite: PLS100*

### **PLS210. Legal Technology and Law Office Management (3)**

This course focuses on essential technology and productivity applications. Students will examine software tools and methods essential to modern legal tasks including timekeeping and billing. This includes understanding the importance of databases and electronic discovery (eDiscovery) applications including ethical considerations for law office management with a biblical foundation.

*Prerequisite: PLS100*

### **PLS290. Legal Research and Writing (3)**

This course expands the skills of the paralegal student in performing legal research and writing, emphasizing case briefing and legal analysis. It provides students with experience using research tools and search engines available in the legal field. Lexis Uni will be used for legal research.

*Prerequisite: PLS100*

### **PLS320. Torts and Personal Injury Law (3)**

This course provides a basic understanding of personal injury, wrongful death, professional malpractice, and civil rights litigation. Students develop

skills in applying the law to fact patterns as well as utilizing rules of state and federal civil procedure.

*Prerequisite: PLS100*

### **PLS321. Wills, Trusts & Estate Administration (3)**

This course focuses on family related legal issues such as intestacy, wills, trusts, living wills, will substitutes, probate, estate administration, estate and gift taxes with a biblical focus. Students will prepare will and estate administration documents.

*Prerequisite: PLS100*

### **PLS340. Litigation for Paralegals (3)**

This course is an introduction to and exploration of the process related to litigation and the procedures that are normally the responsibility of the paralegal in preparing materials for trial. Students will gain a basic understanding of the entire litigation process from the moment the client walks into the office, through trial and post-judgment, including settlements and alternative forms of resolution. Topics include the civil litigation process, including ediscovery, evidence, the rules of civil procedure, discovery, jury selection, and pre-trial work.

*Prerequisite: PLS100*

### **PLS430. Criminal Law & Procedure (3)**

This course covers the study of both substantive criminal law and criminal procedure for paralegal students. Students will learn the elements of major crimes and defenses. Students also will examine the constitutional aspects of criminal procedure, including searches, seizures, and arrests; interrogation; the pretrial process; trial; sentencing; and appeal from a biblical perspective.

*Prerequisite: PLS100*

## **PASTORAL MINISTRY (PMIN)**

### **PMIN411. New Models of Church (3)**

This course explores and examines (in light of Scripture) various contemporary models of the Church, highlighting key forces that shape contemporary church and ministry. Emphasis is placed on church nature, growth and reproduction, drawing applications and tools for present-day leaders in formal and para-church settings.

### **PMIN423. Pastoral Care and Counseling (3)**

Deals with counseling issues most common to the local minister: premarital and family counseling, death, loss, and other crises. The emphasis is on informal, short-term methods. Preparation for a role in counseling, weddings, funerals, baptisms, and other pastoral situations of Christian ministry.

*Prerequisite: PSYC100*

## **PHILOSOPHY (PHIL)**

### **PHIL103. Critical Reasoning (3)**

This is an introductory course which provides an examination of logic and its practical application in everyday situations including, but not limited to, problem solving, advertisement discrimination, political evaluation, and argumentation. This application also requires the development of disciplined thinking that is clear, rational, open-minded, and informed by evidence. Topics will include the differentiation of premises and conclusions, a distinction between deductive and inductive logic, the identification of fallacies, how to construct a logically effective argument, and how to identify and utilize major patterns of arguments.

*Enrollment Comments: This course may be used to meet the Communication or Humanities/Fine Arts general education requirement. For students with*

*documented cases of dyscalculia, this course may be used to meet the Mathematics general education requirements.*

### **PHIL271. Introduction to Philosophy (3)**

A survey of philosophy from the pre-Socratics to postmodernism, with emphasis on epistemology, ontology, ethics, and the relationship of human critical thinking to biblical revelation.

### **PHIL331. Christian Ethics (3)**

An introduction to the terminology and concepts of ethics with an emphasis on Character or Virtue Ethics. The course will deal with the major ethical issues of our time, applying Christian principles to decision making and problem solving.

**Prerequisite:**-BIBL101 or 105; BIBL104 or 106; THEO152 or 352; junior standing

### **PHIL351. The Problem of Suffering and Evil (3)**

This course is a theoretical and personal exploration of the problem of suffering and evil, examining biblical, theological, and philosophical perspectives. Special attention will be given to understanding how a loving God could allow suffering and evil and how a believer should respond.

### **PHIL352. Apologetics (3)**

A course designed to study the defense of the faith in our contemporary cross-cultural world giving an overview of the different methodologies and evidences that can be used to construct a valid apologetic for a particular context.

**Prerequisite:** ENGL101A; THEO152 or 352

### **PHIL452. Christian Perspective (3)**

An examination of the Christian worldview and the interaction between Christianity and various alternative worldviews. Students will analyze and critique a variety of worldview paradigms including modernism and postmodernism, as well as other religions and worldview perspectives, and will develop a distinctly Christian worldview to apply to all aspects of life

**Prerequisite:** BIBL101 or 105, BIBL104 or 106, THEO152 or THEO352; senior standing

## **PHYSICAL EDUCATION (PHED)**

### **PHED110. Circuit Training (1)**

This course is designed to introduce students to the activity of circuit training. Students will explore aerobic and anaerobic training and conditioning as an activity.

### **PHED111. Core Strength and Conditioning (1)**

This course is designed to introduce students to the activity of strength and conditioning. Students will learn safety, spotting techniques, core muscle groups, and strength and endurance training philosophies.

### **PHED112. Basketball (1)**

Introduction to basketball as a recreational/cardio sports, designed to assist students in acquiring basic skills and increasing aerobic fitness, balance and advanced fitness levels, while actively participating in basketball activities.

### **PHED114. Yoga (1)**

This course is designed to assist students in acquiring basic skills and increasing aerobic fitness, balance, and advanced fitness levels, while actively participating in yoga methods and techniques.

### **PHED212 (B, BA, C, CH, G, S, SB, ST, T, TN, V, or VM). Intercollegiate Sports (1)**

Baseball (M), Basketball (M/W), Cross Country (M/W), Golf (M/W), Sideline Cheer (W), Soccer, (M/W), Softball (W), STUNT (W), Tennis (M/W), Track (M/W), Indoor Track (W), Volleyball (M/W)

## **PHYSICS (PHYS)**

### **PHYS100. Conceptual Physics (3)**

An introduction to the concepts and principles of physical science, covering topics of motion, force, energy, structure of matter, heat and thermodynamics, electricity, magnetism, and light; emphasizing conceptual understanding and using basic math to reinforce concepts. Satisfies general education science requirements.

**Offered:** Fall, Spring

**Enrollment Comments:** For non-science majors. Complementary lab component (PHYS100L) is recommended. Meets general education: physical science requirements.

### **PHYS100L. Conceptual Physics Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture. Topics include motion, force, energy, structure of matter, heat, electricity, magnetism, and light. Satisfies general education science lab requirements if taken concurrently with PHYS100.

**Offered:** Fall, Spring

**Co-requisite:** PHYS100

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** For non-science majors. Must be taken concurrently with PHYS100; eligibility for college level math required. Meets general education: science lab requirements.

### **PHYS101. Physics for Life Sciences I (3)**

Students are introduced to basic concepts of physics using algebraic and trigonometric techniques. Topics include Newton's laws of motion, energy and momentum, conservation laws, and thermal properties of matter. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS101 and PHYS101L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS101L.

**Offered:** Fall, Spring, Summer (online)

**Prerequisite:** MATH102 (Precalculus) or placement into MATH140; eligibility for a college level English course

**Co-requisite:** PHYS101L

**Enrollment Comments:** This course is designed for life science majors. NOT intended for math majors. Must be taken concurrently with PHYS101L. Meets general education physical science requirements.

### **PHYS101L. Physics for Life Sciences I Lab (1)**

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS101. Topics include Newton's laws of motion, energy and momentum, conservation laws, and thermal properties of matter. Successful completion of this course requires passing both PHYS101 and PHYS101L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS101.

**Offered:** Fall, Spring, Summer (online)

**Co-requisite:** PHYS101

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This course is designed for life science major. NOT intended for math majors. Must be taken concurrently with PHYS101. Meets general education science lab requirements.

#### **PHYS102. University Physics I (4)**

In this calculus-based physics course, students are introduced to foundational concepts of physics using trigonometric and differentiation techniques. Topics include Newtonian mechanics, conservation of energy and momentum, and introductory thermodynamics. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS102 and PHYS102L with a C- or better in a concurrent semester.

**Offered:** Fall Even Years

**Prerequisite:** MATH140; eligibility for a college level English course.

**Co-requisite:** PHYS102L

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS102L. Meets general education physical science requirements.

#### **PHYS102L. University Physics I Lab (1)**

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS102. Topics include Newtonian mechanics, conservation of energy and momentum, and introductory thermodynamics. Successful completion of this course requires passing both PHYS102 and PHYS102L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS102.

**Offered:** Fall Even Years

**Co-requisite:** PHYS102

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS102. Meets general education science lab requirements.

#### **PHYS111. Physics for Life Sciences II (3)**

Students are introduced to basic concepts of physics using algebraic and trigonometric techniques. Topics include waves, electricity, magnetism, and light. Course includes a mandatory lab component. Successful completion of this course requires passing both PHYS111 and PHYS111L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS111L.

**Offered:** Spring

**Prerequisite:** PHYS101

**Co-requisite:** PHYS111L

**Enrollment Comments:** This course is designed for life science majors. NOT intended for math majors. Must be taken concurrently with PHYS111L.

#### **PHYS111L. Physics for Life Sciences II Lab (1)**

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS111. Topics include waves, electricity, magnetism, and light. Successful completion of this course requires passing both PHYS111 and PHYS111L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS111.

**Offered:** Spring

**Co-requisite:** PHYS111

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This course is designed for life science majors. NOT intended for math majors. Must be taken concurrently with PHYS111.

#### **PHYS112. University Physics II (4)**

In this calculus-based physics course, students are introduced to foundational concepts of physics using differentiation and integration techniques. Topics include oscillations, electricity, magnetism, electromagnetic induction, and the properties of light waves. Course includes

a mandatory lab component. Successful completion of this course requires passing both PHYS112 and PHYS112L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS112L.

**Offered:** Spring Odd Years

**Prerequisite:** PHYS102

**Pre or co-requisite:** MATH141

**Co-requisite:** PHYS112L

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS112L.

#### **PHYS112L. University Physics II Lab (1)**

Laboratory exercises provide students with hands-on application of principles discussed in lecture. This is a mandatory lab component of PHYS112. Topics include oscillations, electricity, magnetism, electromagnetic induction, and the properties of light waves. Successful completion of this course requires passing both PHYS112 and PHYS112L with a C- or better in a concurrent semester. Satisfies general education science lab requirements if taken concurrently with PHYS112.

**Offered:** Spring Odd Years

**Co-requisite:** PHYS112

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** This course is designed for science majors intent on further graduate studies and for math majors. Must be taken concurrently with PHYS112.

### **PSYCHOLOGY (PSYC)**

#### **PSYC100. Introduction to Psychology (3)**

An introduction to the study of human behavior and mental processes. The history of psychology and basic theories of learning, motivation, personality, and emotion are explored. Application of psychology to everyday living is emphasized.

#### **PSYC102. Psychology and Christian Thought (3)**

Students will be introduced to the nature of persons from a Christian world view, while considering the nature and process of the application of Christian thought to the study and practice of psychology. An examination of the practice of responsible integration will be included.

#### **PSYC141. Developmental Psychology (3)**

An overview of physical, cognitive, psychosocial, and moral development of humankind from prenatal life through old age. This class should be taken early in the student's training as it is prerequisite to many other courses.

#### **PSYC200. Marriage and Family (3)**

A psychologically and theologically integrated study of marriage and family relationships, this course prepares students to develop a personal philosophy of family. It will include a personal evaluation of familial experiences and a challenging look at cultural norms and biblical principles. This course prepares students to develop a personal conceptualization for family development in addition to aiding others to do the same.

#### **PSYC203. Social Psychology (3)**

The study of the impact of the social context on the individual, this course examines the relationship of the individual to the family, the group, and the larger social milieu. Both theory and research findings will be examined as students analyze social behavior, including social cognition, attitude formation and change, conformity, prejudice, and group processes.

**PSYC222. Interpersonal Processes (3)**

A study of the elements of effective communication. Increasing self-awareness and improving personal effectiveness are emphasized. Consideration of cultural traditions as they impact communication styles is included.

**PSYC230. Psychology of Relationships (3)**

An exploration of man's relational nature as it reflects God's relational nature. Health in a variety of relational contexts will be explored. Self-awareness as well as implications for ministry to others will be emphasized.

**PSYC290. Research Statistics for the Social Sciences (3)**

A study designed to facilitate the student's fluency in social science statistical concepts and methods. Focus will be on understanding and analyzing data in psychological research; including descriptive, inferential statistics, correlation, prediction, multivariate analyses, ethical use of statistics and use of ADCS to do necessary computations and data analysis.

*Prerequisite: PSYC100; MATH100 or MATH101*

**PSYC300. Personality Theory (3)**

An introduction to basic theories of personality and their application in therapeutic contexts, this class includes an analysis of the credibility of each theory from a Christian perspective. Legal and ethical issues, including reporting requirements in abusive situations, are included. This is a writing intensive course for the psychology major.

**PSYC301. Foundations of Biblical and Psychological Integration I (3)**

Beginning with a broad overview of worldviews, this course provides a history of the integration movement, the unique challenges and controversies of integration, and a review of various models of integration. It specifically examines the various integration issues associated with psychology and Christianity.

*Enrollment Comments: Not for traditional undergraduate majors*

**PSYC302. Foundations of Biblical and Psychological Integration II (3)**

This course explores the personal dimensions of spiritual and psychological formation. It emphasizes the relational aspects of Christian principles integrated with psychological constructs by examining the dynamics of God's character, His plan for humanity throughout history, the nature of God's grace and our response to it, the development and expression of the individual self, and the individual's engagement with others.

*Enrollment Comments: Not for traditional undergraduate majors*

**PSYC310. History and Systems of Psychology (3)**

This course explores the historical and theoretical foundations of professional psychology, including classical systems in psychology. It includes a discussion of the philosophy of science relevant to psychological systems, assessment, research, theory, and practice. Particular attention will be given to how psychology emerged as an independent discipline from its roots in philosophy and theology and what it means for the discipline to call itself a science. A discussion of our commitments as Christian scholars and practitioners in psychology will be included.

*Prerequisite: PSYC100 and PSYC102 or consent of instructor*

**PSYC322. Small Group Dynamics (3)**

An integrated and experiential study of effective small group dynamics from both a psychological as well as a theological perspective. Students will become familiar with the stages in the development of small groups, gaining insights and skills to become effective small group members and leaders.

**PSYC332.-Cross Cultural Issues in Psychology (3)**

Students will explore cultural differences and develop greater sensitivity to these differences as they influence human behavior and mental processes. Psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotypes will be explored.

**PSYC333. Human Sexuality (3)**

An examination of the biopsychosocial science of human sexuality. This course provides students with an opportunity to explore complex sexual issues. Designed to help participants become more comfortable with discussing sexuality, the course emphasizes increased self-awareness and provides direction for working with sexual issues in others.

**PSYC342. Child and Adolescent Psychology (3)**

An in-depth look at the development of children and adolescents. Guidance and practical parenting skills as well as therapeutic interventions will be emphasized. Students will be encouraged to reflect on their own development and the experiences in childhood and adolescence that have shaped their lives.

*Prerequisite: PSYC141*

**PSYC345. Gender Studies (3)**

An exploration of a scriptural view of male and female identity and roles, this course is designed to expand the student's perspective regarding gender differences and similarities. The impact of culture upon men and women socially, physically, and spiritually will be examined. Issues unique to each gender will be explored with the goal of preparing students for working more effectively with both men and women.

**PSYC351. Abnormal Psychology (3)**

A study of psychopathology or abnormal behavior. Emphasis is placed on description and identification of individual disorders. A consideration of cultural differences in the expression of abnormal symptomatology is included.

*Prerequisite: PSYC100*

**PSYC352. Psychology of Addiction (3)**

This course is designed to explore the psychological, physiological, and societal effects of addiction. Students will be introduced to a variety of addictions and drug classifications; gender, ethnic and cultural differences regarding addiction; psychological and physiological effects of a variety of drugs; and the part that family and society play in addiction, treatment, and rehabilitation.

**PSYC392. Research Methods in the Social Sciences (3)**

This course is designed to enhance the student's understanding of scientific research methodology as it is applied to the science of psychology. The focus of this course is on developing the student's knowledge and skills in scientific methodology, ethics, research processes, experimental design, qualitative strategies, and APA style.

*Prerequisite: Grade of C- or higher in PSYC290*

**PSYC410. Cognitive Psychology (3)**

Organized topically, this course will provide a current and comprehensive overview of psychological learning theory. It examines the theoretical and empirical research related to learning, memory, attention, problem solving, concept formation and language. Additionally, it will also review controversies that have developed as our understanding of human learning has developed and will explore the implications of these various theories.

*Prerequisite: PSYC290, PSYC392; PSYC392 can be taken concurrently*

**PSYC430. Community Psychology (3)**

A study of theory, research, and practice relevant to the reciprocal relationships between individuals and the social systems which constitute the community context. Special emphasis will be placed on management and administration of community agencies providing social services including mental health, corrections, chemical dependency, and child/adolescent treatment services. Legal and ethical issues in the administration of these agencies will be included.

**PSYC432. Grief and Loss (3)**

An experiential examination of the elements of therapeutic, growth-oriented grieving. The effective journey into, through, and out of the loss experience is explored from a personal as well as a ministerial perspective. This interactive course is designed to provide the student with a model informed by scripture and psychological theory/research for incorporating grieving skills into his/her current life and for helping others do the same.

**PSYC433. Case Management (3)**

The study and practice of human assistance to the frail, needy, and disenfranchised within the broader social context. Students will be introduced to the theories of social welfare, the principles and practices of social work, and effective social interventions to individuals, families, groups, and larger community systems. The course is skills-based and it is expected that students will practice and develop rudimentary competency in the 12 core skills of social work practice.

*Prerequisite: PSYC430*

**PSYC450. Principles of Biopsychology (3)**

This course includes a comprehensive study of the physiological and neurological correlates of behavior including neurobiology (at both cellular and systemic levels), neuroendocrinology, molecular biology, and biological considerations of mental disorders.

*Prerequisite: PSYC100*

*Enrollment Comments: Not for traditional undergraduate majors. Offered Online.*

**PSYC452. Biopsychology (4)**

This course is a comprehensive study of the neuroanatomy correlates of behavior as seen in the interplay of structure and function: cellular and systemic biological integration, molecular biology, epigenetics, advances in imaging technology, plasticity, and the big-picture emphasis of normal and abnormal behavior correlation. Students will delve deeper into such questions as: why do we have a brain, and how did God design it? How is the nervous system organized? How do drugs affect our behavior? How does the brain learn? How does the brain think?

*Prerequisite: PSYC100 PSYC 141, PSYC 351*

**PSYC460. Professional Skills (3)**

Student will develop an understanding of the legal and ethical requirements of practice in the field of addiction counseling. The foundational legalities of a counseling practice such as confidentiality as well as those specific to drug and alcohol counselors will be explored. Personal and professional growth issues will be discussed including stress management. Additionally, advanced and applied counseling skills for substance abuse and addiction will be explored and developed.

*Prerequisites: PSYC322; PSYC451*

**PSYC475a and b. Fieldwork in Psychology I and II (2)**

The student will be expected to work in an agency/setting congruent with their psychology concentration. Cross-cultural, educational, mental health, correctional, or related placements may be approved, depending upon the concentration chosen by the student. Supervision on site as well as group supervision on campus will be a part of field work. Field Work in Psychology will be taken the senior year. All required course work must be concurrent with or prerequisite to Field Work in Psychology.

*Prerequisite: PSYC300; PSYC351 (can be taken concurrently)*

**PSYC475c. Practicum in Addiction Studies I (3)**

Under the supervision of both the agency personnel and addiction studies faculty, students experience hands-on volunteer experience in an agency practicing the 12 core functions of a substance abuse counselor. Primary focus of faculty supervision for the fall semester is on development of orientation, screening, and client education skills as well as mastering the intake process. Legal and ethical issues will be discussed in the context of case conferencing. All required coursework must be concurrent with or prerequisite to Practicum.

*Prerequisite: PSYC351; PSYC430 (can be taken concurrently)*

*This course was offered pre-program revision; is in teach out phase*

**PSYC475d. Practicum in Addiction Studies II (3)**

A continuation of agency volunteer experience under the supervision of both agency personnel and addiction studies faculty, students will practice the core functions of the substance abuse counselor. The primary focus of faculty supervision for the spring semester will be assessment, counseling, treatment planning, case management, crisis intervention, and referral. All required coursework must be concurrent with or prerequisite to practicum.

*Prerequisite: PSYC351; PSYC430*

*This course was offered pre-program revision; is in teach out phase*

**PSYC490. Research Methods and Statistical Concepts (3)**

Provides the student with an overview and understanding of research methods and statistical terms used in both the psychology and business disciplines with a special focus on compilation and interpretation of data. Research methods will include introduction to identification and procurement of relevant sources of information for conducting research relative to both an academic or practitioner application. Students will learn the proper documentation for applicable formatting of source data within their area of study.

*Enrollment Comments: Not for traditional undergraduate Psychology, Business, or Math majors.*

**PSYC497. Applied Research (2)**

Research activity under the supervision of a primary researcher in the community or under the supervision of the professor of record is the focus of this class. Advanced statistical applications will be included.

*Prerequisite: PSYC100; PSYC102; PSYC141; PSYC222; PSYC230; PSYC290; PSYC300; PSYC333; PSYC351; PSYC392*

**PSYC498. Applied Integration (3)**

As the senior capstone experience for psychology majors, this course provides the opportunity to demonstrate the ability to integrate coursework from the breadth of the entire program. This course should be taken in the final semester of the senior year, and it includes a comprehensive exam.

*Prerequisite: PSYC100; PSYC102; PSYC141; PSYC222; PSYC230; PSYC300; PSYC333; PSYC351*

*Enrollment Comments: Not for Adult Degree Completion majors*

## Public Policy (PPOL)

### PPOL111. American Government (3)

This course provides a historical and institutional review of American government, tracing its development following the Revolutionary War and Constitutional Convention to its modern structures. The course will provide an overview of the executive, legislative, and judicial branches as well as governmental agencies and institutions within and outside these branches.

### PPOL201. Political Theory and Philosophy (3)

An introduction to political theory and philosophy, this course surveys classic and modern thinkers and writings that provide the context for and development of contemporary political thought, structures, and society. The course provides foundational principles of American government and politics and for a comparative study of governments and politics worldwide.

**Prerequisite:** PHIL271; PPOL111

### PPOL221. Political Process (3)

This course provides an overview of U.S. political processes in the executive, judicial, and legislative branches with an emphasis in electoral process. The course will also provide an introduction to specific administrative processes, between branches and within agencies. Students will develop an understanding of how political structures develop and implement policy.

### PPOL253. Public Administration I (3)

This course is intended to serve as an undergraduate introduction to the study and practice of public administration. Although the field has a shorter history than other social sciences, gaining a perspective on the way in which it has developed helps to understand the current practice of administering the public's business. It is also important to understand the broader social and political environment within which public administration functions as well as the dynamics of behavior within large organizations. Indeed, to be successful, a well-trained administrator must have a clear grasp of the continuing issues that have shaped the field since its inception.

### PPOL262. Introduction to Administrative Law (3)

The administrative law process concentrates on the functions and procedures of federal and state agencies and judicial review of agency actions. Topics include the constitutional position of administrative agencies, the availability and scope of judicial review, legislative and executive control of administrative discretion, the administrative power to investigate, the process of decision within the agency and the constitutional right to an administrative hearing.

### PPOL304. Ethics in Public Policy (3)

Biblical principles and ethical standards provide the basis for an understanding of Christian policymaking. This course provides a review and discussion of the moral and ethical standards and conduct for public sector leadership and service. Coursework includes a review of biblical teaching on ethics, other prominent writings on ethics principles and ethical practices, and application of such principles and practices to a modern ethics issue or case study.

### PPOL321. Legislative Process (3)

This course offers a review of legislative process on the state and federal levels. The course will trace the process of how a measure or bill becomes law in the United States and California and how those processes may compare or contrast. The course will also highlight key bills currently on the legislative agenda, and offer students opportunities to discuss and debate bills in legislative sessions.

### PPOL324. State and Local Government (3)

This course provides an overview of California state and local governments in the context of our federal government. This course provides a view of federalism from the perspectives of the states, while comparing states as laboratories of democracy. The course examines the major California state offices and their bureaucracies, the state legislature and budget process, and local governments. This course will establish an understanding of how state government works and interacts with county and city governments, and the role of the players and policies that influence and are influenced by state and local government.

### PPOL325. Comparative Government and Politics (3)

A survey of the major modern political and governmental systems, the course will review varying political regimes as well as compare Western and Eastern governmental systems. The course will also provide a comparative review of the major political and governmental systems around the globe – democracy, monarchy, communist/Marxist, theocracy—with a specific study of Great Britain, Russia, China, India, Iran, Nigeria, and Mexico.

**Prerequisite:** PPOL111; PPOL201; PPOL341; PPOL361

### PPOL328. American Presidency (3)

This course analyzes the development and modern practice of presidential leadership in the United States. The course examines the evolution of the modern presidency, the process of presidential selection, and the structure of the presidency as an institution. The ways in which presidents make decisions and seek to shape foreign, economic, and domestic policy will be assessed and the relationships of the presidency with other major governmental institutions, organized interest groups, the media, and the public will be explored. The course also explores the reach of the President's ability to influence policy and decision-making. Prerequisite: American Government preferred.

### PPOL329. Campaign Organizing (3)

Campaign Organizing is a course that teaches students the process, strategies, and implementation of political campaigns. The course will cover various types of campaigns including for public office and for ballot measures. The course will also distinguish specific approaches and concerns for local, state, and national campaigns. In addition, the course will relate various players such as media and interest groups that have an impact on political campaigns.

### PPOL341. Political Economy (3)

An introduction to the principles of micro- and macroeconomics, this course reviews both the principles of economic theory and application, as well as a comparative review of economic practices. The course includes an analysis of supply and demand, allocation of resources, and economic aggregates. The course also emphasizes the significance of economic policies as they relate to political policymaking.

**Prerequisite:** PPOL221

### PPOL342. Economic Development (3)

This course provides an introduction to the concepts, ideas, and strategies employed in the pursuit of economic development. This includes the review of basic principles for critically examining alternative development policies and programs and reflecting on the goals and objectives of economic development efforts. Students examine the economic, political, and social context in which development policymaking occurs, survey and critically review the range of strategies commonly used to improve the economic prospects of neighborhoods, cities, and regions, and with emphasis on



honing their ability to critically analyze and present ~~your~~ analysis in a variety of mediums.

**PPOL343. Public Budgeting (3)**

This course is an introductory course in government budgeting and finance, dealing with public revenue and expenditure policies, financial management, and politics of the budgetary process. The purpose of this course is to introduce students to the theories, concepts, and practice of government budgeting and finance and to expose them to the current issues and challenges in this field.

**PPOL353. Public Administration II (3)**

This course covers the major theories of public administration that drive macro-level public behavior. The course will discuss the significance of the study of public administration and examine how theorists and practitioners have sought to develop formal perspectives on public management that have constructed an integrated perspective on public management. The course will examine a range of management issues and strategies within the context of administering public organizations including the day-to-day dilemmas faced by competent public managers.

*Prerequisite:* PPOL253

**PPOL360. Aviation Law (3)**

This course will introduce the advanced student to the U.S. Constitution as well as to federal, state, and local statutes. The student will become familiar with case law and common law and develop an understanding of the chronological development of these laws and their application to aviation. The student will be introduced to civil law, including tort, product liability, contract, sales, secured credit, property, environmental, and labor laws. Criminal statutory law and government, airman, and operator rights and liabilities will also be studied, as well as international laws and conferences.

**PPOL361. Constitution and Civil Rights (3)**

The Constitution is the Supreme Law of the United States and provides the foundation for the laws, processes and structures of our government and political system. This course will provide an understanding of the major provisions of this document as they relate to American government and politics. The course will also highlight the rights and responsibilities of citizens and residents, and introduce civil rights protected by the Constitution and related legislation.

*Prerequisite:* PPOL111; PPOL201; PPOL221; HIST291

**PPOL363. Law and Social Policy (3)**

This course examines critical social concerns and their impact on U.S. legal and social policy. The course will highlight both the biblical context and the historical and modern laws addressing significant social issues such as marriage, education, and health. Constitution, civil rights and senior seminar topics will be included for course discussion and review.

**PPOL365. American Foreign Policy (3)**

This course studies the development of American Foreign Policy from the post-Revolutionary to the post-9/11 era. The course reviews the significant milestones of American foreign policy and examines the implications for current policies and international relations. The course will highlight economic and military policies of key Presidents, as well as those instituted by Congress.

**PPOL463. International Relations and Human Rights (3)**

This course studies the institutions that conduct international relations and/or implement international policy, and the issues that inform those

policies. The course will review governmental bodies such as the U.S. State Department, as well as intergovernmental organizations, particularly the United Nations, and how they address current international issues. The course will also highlight nongovernmental international organizations and major international documents and protections related to international human rights.

*Prerequisite:* PPOL111; PPOL201; PPOL341

**PPOL464. International Conflict and Conflict Resolution (3)**

This course studies the concepts of global conflict including war and terrorism from biblical, theoretical, legal, and historical perspectives. The course will feature the biblical war examples as well as American Revolutionary and Civil Wars, the French Revolution, WWI and WWII, the Cold War, and the War against Terror to review the purposes, means, and results of war. The course will also discuss the methods of diplomacy and conflict resolution in regional insurgencies.

**PPOL465. Global Advocacy and Diplomacy (3)**

Economic policies, social and cultural practices, and civil/political conflicts are key factors affecting global poverty, disparity, and conflict. This course focuses on how governmental, intergovernmental, and nongovernmental institutions advocate in national and international arenas to address these global concerns. The course will highlight regional issues in Africa, Asia, and Latin America, compare U.S. and international policies, and examine the biblical context for global advocacy.

**PPOL466. Administrative Law (3)**

The administrative law process, concentrating upon the functions and procedures of federal and state administrative agencies and upon judicial review of agency actions. Specific topics include the constitutional position of administrative agencies, the availability and scope of judicial review, legislative and executive control of administrative discretion, the administrative power to investigate, the process of decision within the agency, and the constitutional right to an administrative hearing.

**PPOL470. First Amendment (3)**

This course provides an in-depth review of the First Amendment of the US Constitution. The course includes an overview of each element of the First Amendment including: Freedom of Speech, Press, Assembly (and derived freedom of Association) as well as the Free Exercise of Religion and the Establishment Clause. The course will examine related legislation, case law, church and political history, and current news and policy issues. The course will discuss the interrelationship of the First Amendment with other rights and responsibilities embedded in the US and state constitutions as well as related statutory law. The course will also engage students in focused debate on current topics relating to the specific elements of the First Amendment.

**PPOL475. Public Policy Internship (3)**

Senior year program of activity in the field of public policy. Involves field supervision and a faculty advisor. Interns will complete a regimen of assigned tasks and written reports.

**PPOL491. Political Research and Policy Analysis (3)**

Students will learn basic methods to research and compile statistical, historical, and legal data for policy analysis. The course will provide working examples and opportunities to apply research methods to current policy issues.

*Prerequisite:* PPOL111; PPOL221

### **PPOL498. Senior Seminar: Leadership and Service (3)**

A capstone course, the purpose of this senior seminar is to provide intensive analysis and practical application of the public policy issues and institutions studied in the first through third year curriculum for Public Policy, Criminal Justice, and Public Administration. The senior seminar will survey major policy areas and provide focused discussion of policy topics of the day through the lens of the student's own leadership trajectory as explored and identified by themselves and their peers. The course culminates in a focused study of a policy topic to be selected by the student.

**Prerequisite:** PPOL111; PPOL221; PPOL253; PPOL304; PPOL361

## **SCIENCE (SCI)**

### **SCI122. Introduction to Astronomy (3)**

Introduction to Astronomy is a descriptive course in modern astronomy from the solar system to the stars, the galaxy, and the Big Bang theory of cosmology. The history and development of astronomy to the present time will be examined. An understanding of how starlight reveals information about the size, structure, temperature, and distance of stars and galaxies will be developed.

**Offered:** Fall, Spring

**Enrollment Comments:** Complementary lab component (SCI122L) is recommended.

### **SCI122L. Introduction to Astronomy Lab (1)**

Laboratory exercises provide students with hands-on applications of principles discussed in lecture.

**Offered:** Fall, Spring

**Co-requisite:** SCI122

**Course Fee:** There is a fee associated with this course.

**Enrollment Comments:** Must be taken concurrently with SCI122

## **SOCIOLOGY (SOC)**

### **SOC123. Multicultural Education (3)**

This course explores the impact of a number of diverse cultures represented in the classroom, focusing on research and reflection on important strategies to help each student learn and develop the core curriculum subjects throughout the school experience. Conceptual approaches to educational programming enables each student to learn tolerance for different cultural realities and appreciation for the power of those cultural differences.

### **SOC201. Introduction to Sociology (3)**

A study of human relationships and interaction focusing on group behavior, organizational life, and social problems. Urbanization, race and ethnicity, societal development, and religious worldviews are addressed. Insights are gained from comparative studies of the behavior of group-oriented societies in contrast to Western individualism.

### **SOC222. Cultural Geography (3)**

This course offers a consideration of the interaction between the human landscape and the physical environment. This includes the interaction of cultural and physical factors on dynamic processes and patterns worldwide such as distribution and diffusion of people, religions, language, agriculture and industry. Students will analyze the nature, variation and distribution of cultural features of the earth's surface through maps and other geographic tools.

## **SPANISH (SPAN)**

### **SPAN215a. Spanish I (3)**

An introduction to the Spanish language and culture.

### **SPAN215b. Spanish II (3)**

**Prerequisite:** SPAN215a

A continued introduction to the Spanish language and culture.

## **TEACHER EDUCATION (TEDU)**

### **TEDU098. Teacher Performance Expectation Competency (1)**

This course will allow student teaching candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within their chosen credential path. Candidates will collaborate with the Field Experience Coordinator and/or Program Lead to develop a plan to support the candidate's demonstration of the California Teacher Performance Expectations. Successful students will demonstrate Teacher Performance Expectation competence and be recommended for a California Preliminary Teaching Credential.

**Prerequisites:** Successful completion of EDU 575/576 or TEDU 475/476, Meeting the TPA Secondary Passing Standards set by the California Commission on Teacher Credentialing. Candidates must be recommended to this course by the School of Education CalTPA/Credentialing Committee.

### **TEDU101. Teaching as a Profession (3)**

This course is designed to introduce and explore the educational pathways leading to careers for students seeking to earn their multiple subject credential, which enables them to teach grades K-8 (public and private) in a self-contained classroom setting. Students will survey curriculum practices, teacher effectiveness, and the issues and concepts related to K-8 education. Each student will complete 10 hours of required classroom observation and report on these observations in the class. A valid Certificate of Clearance issued by the Commission on Teacher Credentialing (CCTC) is required for this course. This application process includes additional fees. For more information visit: [https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52\\_2](https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_2). A negative TB skin test is required for this course (possible additional cost). For more information about this test, please contact the SOE Credential Analyst.

**Enrollment Comments:** This course is a prerequisite for all other TEDU courses.

### **TEDU102. Curriculum and Methods in Physical Education and Health Science (3)**

The goals of this course include: 1) introducing the skills related to planning and implementing a physical education and health program for K-8 students based on the California Physical Education and Health Content Standards and Frameworks; 2) addressing the attitudes, behaviors, and consequences associated with a healthy lifestyle; and 3) familiarizing students with age appropriate scope and sequence of activities leading to healthy physical and mental development. This course is a survey study of the physical education and health needs of K-8 students. Emphasis is on the physical growth and development, basic movement skills, and the design and planning of a sequential, age-appropriate physical education and health program based on the California Content Standards and Frameworks. Involves four hours of field experience.

**Prerequisite:** TEDU101

### **TEDU110. Technology for Teachers (2)**

This course is a comprehensive overview of the use of educational technology in the K-8 classroom. Students will practice and demonstrate competency in using professional and pedagogical productivity tools, including methods for communication and collaboration. Topics include

interactive technologies, digital citizenship, computer-assisted instruction, 21<sup>st</sup> century learning, and the impact of these technologies.

**Prerequisite:** TEDU101

### **TEDU123. Multicultural Education (3)**

This course enables future teachers to examine a broad overview of concepts and issues of multicultural education and the pedagogical implications for teachers in a pluralistic society. Students will learn concepts and strategies for infusing cultural understanding, tolerance, and appreciation into the K-8 classroom.

**Prerequisite:** TEDU101

### **TEDU251. Curriculum and Methods in Visual and Performing Arts (VAPA) (3)**

This course focuses on learning the resources and tools available for teaching visual and performing arts. Hands-on development of methods for classroom use including four hours of observation/participation in a K-8 VAPA classroom and interview of a specialized VAPA educator. This course prepares teaching candidates to meet the California state adopted content standards and framework in visual and performing arts for the multiple subject credential and equips students with knowledge and methodologies for successful integration and teaching of these subjects.

**Prerequisite:** TEDU101; TEDU123

### **TEDU275. Field Experience I (2)**

Serving as a classroom assistant for 30 hours during the semester, the student will learn about the dynamics of lesson preparation and classroom instruction. The student will learn about specific pedagogical skills for subject matter instruction, the interpretation and use of assessments, making content accessible to students, developmentally appropriate teaching practices, and teaching English learners and students with special needs. Candidates will practice and prepare for the Teaching Performance Assessment (TPA) cycles in this course.

**Prerequisite:** TEDU102; TEDU123; *Valid Certificate of Clearance (COC) issued by the Commission on Teacher Credentialing (CCTC); negative TB skin test; Basic Skills Requirement (e.g., CBEST or equivalent). For more information about the COC, TB or Basic Skills Requirement, please contact the SOE Credential Analyst.*

### **TEDU302. Foundations of Education (3)**

This course reviews the major philosophic and historical developments of education (California, the USA, and worldwide) through research of the key components of education in a democracy and reflection on the power of the educational process in personal, social, mental, and spiritual development. The student will be encouraged to reflect on their own developmental journey and how they can help others research their potential for success and societal improvement.

**Prerequisite:** TEDU101 *or* two TEDU concentration courses

### **TEDU310. Educational Psychology (3)**

This course explores the disciplines of developmental and educational psychology in order to prepare students to apply the theories and patterns of learning, development, instruction, and individual differences as they relate to teacher practices and educational programs.

**Prerequisite:** PSYC141; TEDU101

### **TEDU311. Curriculum and Methods in History and Social Science (3)**

Designed to familiarize students with the resources and tools available for teaching history and social science. Hands-on development of methods for classroom use including a minimum of four hours of observation and participation in history and social science classrooms required. This course

prepares teaching candidates to meet the California state adopted content standards and framework in history and social science for the multiple subject credential and equips students with knowledge and methodologies for the successful integration and teaching of these subjects.

**Prerequisite:** HIST231; HIST232; TEDU123

### **TEDU323. Language, Culture, and Literacy (3)**

This semester-long course provides future teachers an overview of literacy development with consideration of language (both first and second) and cultural impacts on learning. Future teachers will learn historical and current concepts, theories, and practices related to the development of literacy for all students in diverse classrooms as well as the value of integrating character development within teaching.

**Prerequisite:** ENGL101B; TEDU101; TEDU123

### **TEDU375. Field Experience (3)**

The next step into the real world of teaching directs the student to more hands-on classroom assisting under the care of a classroom teacher. Thirty hours of classroom assisting required including completion of the CalTPA Cycle 1 (Mathematics). This experience may not be with the same teacher, the same grade level, or the same subject used in Student Teaching I (TEDU475). Specific attention will be given to connecting instructional planning and assessment practices to student characteristics, to prepare for the Teaching Performance Assessment (TPA) cycles.

**Prerequisite for Liberal Studies K-8 Credential:** PSYC141; TEDU110, TEDU310, TEDU 311, and TEDU323; *Valid Certificate of Clearance (COC) issued by the Commission on Teacher Credentialing (CCTC); negative TB skin test; Basic Skills Requirement (e.g., CBEST or equivalent). For more information about the COC, TB, or Basic Skills Requirement, please contact the SOE Credential Analyst.*

**Prerequisite for Child Development PK-3 Credential:** CDEV332 and CDEV342; *Valid Certificate of Clearance (COC) issued by the Commission on Teacher Credentialing (CCTC); negative TB skin test. For more information about the COC, or TB, please contact the SOE Credential Analyst.*

### **TEDU413. Curriculum and Methods in Math and Science (3)**

In this course, teaching candidates prepare to plan and deliver content specific instruction in math and science to students in K-8 classrooms that meet the California state adopted content standards and curriculum frameworks for multiple subject candidates. Candidates will learn the resources and tools available and develop hands-on methods for use in the classroom. A minimum of four hours of observation and participation in mathematics and science classrooms is required.

**Prerequisite:** BIO100; ESCI131; PHYS100; TEDU101

### **TEDU423. Curriculum and Methods in Literature and Language (3)**

Students will learn the resources and tools available for teaching literature and language subjects. Hands-on methods for classroom use are developed. A minimum of four hours of observation and participation in literature and language classrooms is required. This course prepares teaching candidates to meet the California state adopted content standards and framework in literature and language for the multiple subject credential, including preparation for the Reading Instruction Competence Assessment (RICA), and equips students with knowledge and methodologies for the successful integration and teaching of these subjects.

**Prerequisite:** ENGL101B; TEDU323

### **TEDU475. Student Teaching I (6)**

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze

assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated. Connected to the course is the eight-week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with the cooperation of a credentialed cooperating teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experiences relevant to the individual school or district.

**Liberal Studies K-8 credential:** This course is open to candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential. It is highly recommended that candidates pass the Reading Instruction Competence Assessment (RICA) prior to taking this course.

**Prerequisites:** Passage of all other degree coursework; minimum GPA of 3.0; Valid Certificate of Clearance; Valid Negative TB Skin test, Verification of passing the Basic Skills Requirement (e.g. CBEST or equivalent), Subject Matter Competency (e.g., coursework or equivalent), and qualifying CPR certification.

**Child Development PK-3 credential:** This course is open to candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential.

**Prerequisites:** Passage of all other degree coursework; minimum GPA of 3.0; Valid Certificate of Clearance; Valid Negative TB Skin test, Subject Matter Competency (e.g., 24 CD units or equivalent), and qualifying CPR certification.

#### **TEDU476. Student Teaching II (6)**

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value-added experiences can be collaborated. Connected to the course is the eight week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with the cooperation of a credentialed cooperating teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experiences relevant to the individual school or district.

**Liberal Studies K-8 credential:** This course is open to candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential. It is highly recommended that candidates pass the Reading Instruction Competence Assessment (RICA) prior to taking this course.

**Prerequisites:** Passage of all other degree coursework; minimum GPA of 3.0; Valid Certificate of Clearance; Valid Negative TB Skin test, Verification of passing the Basic Skills Requirement (e.g. CBEST or equivalent), Subject

Matter Competency (e.g., coursework or equivalent), and qualifying CPR certification.

**Child Development PK-3 credential:** This course is open to candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential.

**Prerequisites:** Passage of all other degree coursework; minimum GPA of 3.0; Valid Certificate of Clearance; Valid Negative TB Skin test, Subject Matter Competency (e.g., 24 CD units or equivalent), and qualifying CPR certification.

#### **TEDU498. Liberal Studies Concentration Capstone (3)**

This course provides the student with an opportunity to demonstrate their ability to integrate personal, professional, and biblical elements into a single project. A unique and unaided research project will be designed, implemented, and analyzed. A formal presentation will occur at the end of the semester to demonstrate the literature, theory, data, and analysis that occurred to contribute to an independent thought. Some students choose a traditional research paper; others opt for a project all relevant to the field of Education. All capstones are expected to highlight research rigor, communication skills, analytical thinking, and a Christian worldview.

**Prerequisite:** Course taken in the final semester.

### **THEATRE (THE)**

#### **THE105. Introduction to the Theatre Profession (3)**

Students will study various elements of the theatre profession within this course. They will become familiar with requisites and practices of theatre professionals: actors, directors, designers, dramaturgs, and arts administrators. Students will learn valuable information such as marketing, etiquette, and audition and interview skills that prepare them for the pre-professional and professional theatre business.

#### **THE106. Introduction to Technical Theatre (3)**

Though this course, students will become acquainted with the professional terms and techniques for the basics of technical theatre focusing on stagecraft, stage lighting, sound design, set design, and costume design. Students will learn the standards of current theatre, as well as look at past styles and where the art is going in the future.

#### **THE160a. Acting I – Fundamentals (3)**

This is the fundamental course for the acting track. The student will learn about the basic building blocks of human behavior within this course and begin to discover what it means to live truthfully under imaginary circumstances. The purpose of this course is to dissolve bad performing habits within the actor and to build good habits so that the actor can deliver a simple, honest and objective-driven performance. The student will learn how to craft a simple objective and to approach basic character analysis from the actor's point of view.

**Enrollment Comments:** For theatre majors only

#### **THE160b. Acting I – Fundamentals (3)**

The student will learn about the basic building blocks of human behavior within this course and begin to discover what it means to live truthfully under imaginary circumstances. The purpose of this course is to dissolve bad performing habits within the actor and to build good habits so that the actor can deliver a simple, honest and objective-driven performance. The student will learn how to craft a simple objective and to approach basic character analysis from the actor's point of view.

**Enrollment Comments:** For non-majors only

**THE172. Practicum in Production (.5)**

This course is intended to give students an understanding of what happens behind the scenes in a theatrical production. Students will get practical experience working in a specific role within a production crew. The student has the potential to get experience as a stagehand, on costumes, set construction, light and sound board operation, stage management, properties, and other various assignments pertinent to the theatrical production.

**Enrollment Comments:** Instructor chooses appropriate fulfillment of practicum. Depends on availability of production. Students must take a practicum each semester they are enrolled in JESSUP Theatre Program.

**THE173. Practicum in Performance (.5)**

This course is intended to give students an understanding of what happens on stage within a theatrical production. Students will get practical experience crafting a compelling performance during a theatrical presentation.

**Enrollment Comments:** Instructor chooses appropriate fulfillment of practicum. Student must audition and be cast in order to sign up for this course; role is not guaranteed upon auditioning. There is a fee associated with this course.

**THE177. Practicum in Management (.5)**

This course is intended to give students a hands-on experience in managing an arts center or event. Students will get opportunities in house management, stage management, box office management, gallery management, event center management and event management.

**Prerequisite:** Consent of instructor

**Enrollment Comments:** Instructor chooses appropriate fulfillment of practicum.

**THE217. Stage Management (3)**

This course will cover the role and expectations of the stage management team throughout the entire run of a theatrical production. Students will learn the foundation and practices of professional theatrical stage management through theoretical and experiential learning.

**Prerequisite:** THE106

**THE230. Movement for the Stage (3)**

This course prepares students to give a physically compelling, authentic, and powerful performance for the stage. Utilizing movement methods such as Suzuki, Mask, and others, students will build a technique that will free themselves physically and increase their ability to create convincing, dynamic characters.

**THE241. Theatre History I: From the Greeks to the Restoration (3)**

Students will study the development of theatre from Ancient Greece until the Restoration within this course. They will become familiar with the texts, spaces, conventions, practitioners, and values behind the theatre created during these theatrical periods.

**THE242. Theatre History II: From the Restoration to the Contemporary (3)**

Students will study the development of theatre from the Restoration through the Contemporary Theatre world within this course. They will study the texts, spaces, conventions, practitioners, and values behind the theatre created during these theatrical periods.

**THE250. Voice and Diction (3)**

The purpose of this course is to aid students with their annunciation, volume, clarity, and presence when speaking in public. The student will master breathing, relaxation, and phonation techniques that will free their natural voice and give them control over their vocal instrument. The student will also learn the International Phonetic Alphabet as a way to deal with regionalization and dialect issues.

**THE260. Acting II – Realism (3)**

This is the second and more advanced course for the acting track. Students will learn how to break down and score a scene to enhance their understanding of the story and their place within it. They will begin to refine their technique towards a more truthful performance within the imaginary circumstances of the play. The student will become excellent at script and character analysis, not only understanding the story but also their function in the story at any given time.

**Prerequisite:** THE160 and/or instructor approval for non-majors

**THE311. Lighting Design (3)**

This course will take students through the basics needed to provide a lighting design for a theatrical production. Students will study everything from the individual technology (light types and styles, control dimmers, LED, moving lights, etc.) to color mixing and programming.

**THE313. Set Design (3)**

In this course, students will explore how to create a compelling set design for a production from conceptualization through drafting and building. Students will engage multiple tools to achieve the professional standards in design.

**Prerequisite:** THE106

**THE315. Costume Design (3)**

In this course, students will be exposed to the history of fashion and costume design and will explore how to create a compelling and appropriate costume design for a production from conceptualization to the build. The students will learn the fundamental tools and techniques to create and maintain costumes of various periods.

**Prerequisite:** THE106

**THE331. Ballet (2)**

This practical course in dance will explore the terms and style involved with this core dance genre—ballet. Students will gain flexibility, strength, control, skill, and exposure to this foundational dance form through exercises and practiced choreography from ballet.

**THE332. Jazz (2)**

This practical course in dance will explore the terms and style involved with American jazz dancing. Students will gain exposure and strengthen skills in this specifically American form of dance through exercises and practiced choreography associated with jazz and its related styles.

**THE333. Tap (2)**

This course will train students in the fundamental technique applicable to both the Broadway and Jazz style of tap dance and learn about the development of tap dancing from its early American origins up through contemporary styles.

**Enrollment Comments:** Appropriate shoes are a requirement of this course.

**THE334. Musical Theatre Dance (2)**

This overview in musical theatre dance will deliver fundamental dance technique in both ballet and jazz to the student, explore the history and background of the different practitioners and dance styles within musical

theatre, and culminate in a series of performances by the student within multiple genres of musical theatre dance.

### **THE335. Swing and Social Dance (2)**

This introductory course will study an overview of social dance forms with an emphasis on the swing dance style of the 30s and 40s. Students will study the fundamental movement techniques required to perform these dance forms successfully including leading/following communication within the partnership.

### **THE337. Unarmed Combat for the Stage (3)**

This course provides students with the basic techniques in unarmed combat for the stage. Students will learn how to perform a staged piece of fight choreography safely and effectively. This course will implement the standards used by the Society of American Fight Directors.

### **THE345. Text Analysis (3)**

This course will provide tools for students to analyze plays as theatre literature from the perspective of performance and directing such as structural approaches, historical/biographical approaches, a study of genres, psychoanalytic approaches, and moral/philosophical approaches to include Judeo-Christian core values.

### **THE360. Acting III – Shakespeare (3)**

This advanced course in acting will solidify the skills already approached in the previous acting classes and venture into the world of William Shakespeare. Students will begin to learn how to act in a theatrical style that is different than their own. The student will also approach heightened language and physical characterization that supports the needs of the time period and learn how to effectively analyze a Shakespearean text for understanding utilizing scansion and other analytical tools.

**Prerequisite:** *THE260 and/or instructor approval for non-majors*

### **THE365. Musical Theatre Workshop (3)**

This course will give students experience performing in this heightened and widely produced form of American theatre. The student will work on the techniques associated with performing scenes and songs and solos as well as group numbers and will discuss the musical theatre audition experience.

### **THE367. Improvisation (3)**

This course is intended to develop a student's skill in improvisation and primarily improvisational comedy. Working on material developed by L. Derek Leonidoff, The Groundlings, ImprovOlympic, and Second City, the student will learn the techniques to deliver strong scene work within improvisational comedy which will aid a student in their overall accessibility, vulnerability and flexibility as an actor.

### **THE434. Choreography for the Musical Theatre (3)**

This course is for dancers of all levels. The students will study and execute choreography from the musical stage and movie musicals and the major contributors to musical choreography and learn how to craft kinesthetic movement into iconic choreography used in quality theatrical storytelling.

### **THE460. Acting IV – Screen Acting (3)**

In this course, theatre students will learn the basic stylistic adjustments needed to craft a compelling and believable performance on film. The student will be dealing with multiple on-camera styles including commercials, sitcom, night time drama, and many others.

**Prerequisite:** *THE360 and/or instructor approval for non-majors*

**Course Fee:** *There is a fee associated with this course.*

### **THE468. Directing for the Stage (3)**

This course is intended to give theatre students the tools to successfully direct a compelling performance on the stage. Students will be introduced to the many ways to physically communicate a story with actors, sets, props, lights and sound. The students will learn techniques of blocking within different stage styles, how to communicate with actors, how to communicate with the design team and casting a vision for a production.

### **THE475. Professional Experience in Theatre (1)**

A student will enter into a professional theatrical experience for credit. This could be an internship but is more likely to be an apprenticeship or a legitimate job in their field of study. The purpose of this experience is for practical, professional experience in their chosen field. Students must adhere to the rules and regulations put forth by the theatre program and their advisor concerning the senior project in order to receive credit for their professional experience.

**Enrollment Comments:** *THE students only*

### **THE477. Senior Project in Theatre (1)**

The student must put forth a proposal for a devised artistic experience that the student will manage from the conception to the delivery of the experience. Students must adhere to the rules and regulations put forth by the theatre program and their advisor concerning the senior project in order to receive credit for their senior project.

**Enrollment Comments:** *THE students only*

### **THE479. Americana Theatre Company Summer Experience (2)**

An east coast study abroad and internship experience in one. Students will get practical experience in stagecraft, costuming, box office, marketing, performing, and stage management. The experience will culminate in a trip to meet and work with Broadway performers.

**Course Fee:** *\$1,000 fee for housing*

**Enrollment Comments:** *THE students only; by audition only; need determined by theatre company*

### **THE498a. Professional Preparation in Performance (2)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will also put together a professional audition package as well as learn about unions, agents, and managers. They will brush up on their theatrical aesthetics, all in preparation to enter the professional theatre world.

### **THE498b. Professional Preparation in Production (2)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will apply to various professional and technical positions as well as learn about unions, agents, and managers. They will brush up on their theatrical aesthetics, all in preparation to enter the professional theatre world from the production side.

### **THE498c. Professional Preparation in Management (2)**

Students will get their head shots and resumes, as well as prepare their websites in this course. Students will put together a strategic plan for engaging the professional theatre world as an artist, manager, and entrepreneur as well as learn about unions, agents, and managers. They will brush up on their theatrical aesthetics, all in preparation to enter the professional theatre world on the management side.

## THEOLOGY (THEO)

### THEO150. Kingdom Culture I (2)

Students will demonstrate through a comprehensive study of core values, practices, and cultural effects of honor in the Kingdom of God. They will be able to recognize clear biblical teaching and illustrations, along with provoking questions and targeted action points, equip and train the student to examine their own biblical foundation and build a solid Kingdom foundation of honor in their lives, homes, businesses, churches, and communities.

### THEO152. Gospel Worldview (3)

Gospel Worldview explores the grand story of God's redemptive work in Jesus Christ. Six major acts of the biblical storyline are examined, along with major theological themes associated with each one, to help students understand what it means to be an intentional follower of Jesus Christ in the complex social context of the twenty-first century.

### THEO251. Kingdom Culture II (2)

Students are introduced and understand the value of biblical core values. The students can examine, reference and apply key scriptures that form the foundation for Bethel's core values. Students develop their own set of biblical core values that are duplicated and reproduced that would assist them as they navigate the pressures of the workplace and their personal life.

### THEO260. Theology of Ministry (3)

This course is a study of contemporary Christian ministry in the framework of biblical covenants, focusing particularly upon God's covenant in Jesus Christ. On the basis of the new covenant, students will consider the nature of the Gospel centered in atonement and the believer's response in purposeful ministry through the Church.

### THEO301. Historical Theology (3)

This course teaches the historical development of Christian doctrine from the 2<sup>nd</sup> - 8<sup>th</sup> century of the Church. The student will explore the origin, debate, historical meaning, and key contributors of foundational doctrines such as the Trinity, divine/human natures of Jesus, *theosis*, and the resurrection of the body; as well as the origin, debate, key contributors and conclusions of the first seven ecumenical councils.

### THEO307. Pauline Theology (3)

A study of Paul's letters surveying the major themes regarding the Christian Faith. The course will cover significant doctrines and Paul's unique vocabulary that fills up our understanding of Christ and the Christian life.

*Prerequisite:* BIBL104 or BIBL106

### THEO325. Comparative Theology (3)

Students will learn about the history and distinctives of the three major traditions of Christianity: Catholicism, Eastern Orthodoxy, and Protestantism. Students will compare and evaluate these traditions and learn to appreciate, discuss, and debate theological beliefs that differ from their own.

### THEO340. Theology of the Hebrew Bible (3)

Students will examine and evaluate the distinctive theological themes of the Hebrew Bible, such as creation, covenant, worship, liberation, kingship, and law. The course provides a critical analysis of these major theological developments and reviews some key historical and contemporary Hebrew Bible theologians and their contributions to the interpretation of the Hebrew Bible.

*Prerequisites:* BIBL101 or BIBL105

### THEO352. Gospel Worldview Praxis (3)

Gospel Worldview Praxis explores the grand story of God's redemptive work in Jesus Christ. Six major acts of the biblical storyline are examined, along with major theological themes associated with each one, to help students understand what it means to be an intentional follower of Jesus Christ in the complex social context of the twenty-first century.

### THEO360. New Testament Theology (3)

In this course students examine and evaluate the distinctive theological themes of the New Testament, such as kingdom, faith, atonement, theosis, eschatology, the Holy Spirit, and the Church. The course provides a critical analysis of these major theological developments, and reviews some key historical and contemporary New Testament theologians and their contributions to the interpretation of the New Testament.

*Prerequisites:* BIBL104 or BIBL106

### THEO425. Practical Theology (3)

Theology is not simply a body of knowledge to be studied but a way of thinking and living "in Christ" that is to be embodied through faithful participation in God's drama of redemption. Students will apply theology to all aspects of life and evaluate and critique current ethical issues from a biblical perspective.

*Prerequisite:* BIBL101 or BIBL105; BIBL104 or BIBL106

### THEO451. Christian Theology (3)

An interactive study of the great doctrines of the Christian faith, helping students to form and articulate a biblical faith that speaks to the world today. The course places emphasis not only on clarifying the doctrines themselves but explores how each one informs our ethical existence, our lives and ministries in the world. Integration of thought, critical thinking and application to life will be emphasized.

*Prerequisite:* BIBL101 or BIBL105; BIBL104 or BIBL106

### THEO452. Contemporary Theology (3)

An introduction to the critical shifts and trends of contemporary theological thought from the 18<sup>th</sup> century onward. Key men, women, and movements of this post-Enlightenment timeframe will be examined.

*Prerequisite:* BIBL101 or BIBL105; BIBL104 or BIBL106

### THEO475. Theology and Spiritual Formation (3)

This course offers practical ways for how one can cultivate his or her relationship with Christ while pursuing a ministry and/or vocation of studying and teaching God's word. The student will discover and practice spiritual disciplines and develop a personalized vision for their own formation so that the whole person (both body and soul) will be prepared for a life of knowing Christ and making him known.

*Prerequisite:* -BIBL101 or BIBL105; BIBL104 or BIBL106

### THEO478. Advanced Theology Seminar (3)

This course introduces students to some of the current research and trends in the fields of biblical and theological studies by teaching students how to critically read, interpret and critique journal articles in these respective disciplines.

*Prerequisite:* BIBL101 or BIBL105; BIBL104 or BIBL106

### THEO1100. La teología de las Escrituras (Theology of the Scriptures)

Este curso es un estudio de la teología bíblica con atención específica a los temas teológicos principales del Antiguo y Nuevo Testamento. Explora cómo cada testamento informa la historia redentora de la Biblia. El énfasis estará en reunir las contribuciones de varias partes diferentes de la Biblia para cada tema.

**Comentarios sobre la inscripción:** Unidades de educación continua, no para crédito

This course is a survey of biblical theology with specific attention given to the primary theological themes of the Old and New Testaments. It explores how each testament informs the redemptive storyline of the Bible. The emphasis will be on bringing together the contributions of various different parts of the Bible to each topic.

**Enrollment Comments:** Continuing Education units, not for credit

## **YOUTH MINISTRY (YMIN)**

### **YMIN100. Foundations of Youth Ministry (3)**

An introduction to the field of study in ministry to adolescents. Students develop a biblical philosophy of ministry. Emphasis is given to the private and the professional aspects of this specific profession. Private issues include spiritual disciplines, health, family relationships, and personality type. Professional issues center on ethics, integrity, job skills, and leadership styles. An examination of contemporary career opportunities for church and parachurch ministries is included along with the tools to begin developing a philosophy of youth ministry.

**Offered:** Fall

**Course Fee:** There is a fee associated with this course.

### **YMIN175. Youth Ministry Skills (3)**

Youth Ministry Skills is a practical class covering the most basic programming that makes up a successful ministry to adolescents. These skills include, but are not limited to, time management, organizing a ministry calendar, designing and running camps and retreats, publicity and promotion, involvement with missions and service projects, evangelism to youth, creating budgets, developing student leaders, understanding and using technology, and more. A retreat planned by and for the students of the class culminates the learning experience.

**Offered:** Spring

**Course Fee:** There is a fee associated with this course.

### **YMIN283. Youth Culture, Trends, and Issues (3)**

A study of the social and cultural forces shaping the experience of adolescence in contemporary America. Students learn to evaluate individual elements of youth culture, analyze the cultural systems that shape young people, and develop effective strategies for cultural engagement. Emphasis is given to understanding the variety of current family structures and the development of enrichment programs designed to strengthen and equip families.

**Offered:** Fall Every Other Year

### **YMIN391. Teaching and Speaking to Youth (3)**

This course equips students to teach lessons from the Bible, use and/or

develop curriculum, understand the “scope and sequence” of teaching, and practice speaking in different ministry settings. Attention is given to enhancing the creative process, understanding the faith development of teenagers, and leading small groups effectively.

**Offered:** Spring

### **YMIN426. Counseling Youth (3)**

This course provides an exploration of strategies and techniques for counseling adolescents. The class examines the needs and problems of normal and troubled adolescents including self-image, sexuality, eating disorders, suicide, and depression. Attention is given to recognizing warning signs and understanding the referral process.

**Offered:** Fall

### **YMIN475. Youth Ministry Mentorship (3)**

This is a supervised training experience in a local church, parachurch, or appropriate ministry setting. Students practice and sharpen performance skills in a ministry setting; understand leadership skills as a result of working alongside an experienced, qualified field supervisor; and integrate their JESSUP education with a larger picture of ministry through opportunities to participate in planning, organizing and administering a program that ministers to adolescents. One unit of mentorship equals three hours work per week in the ministry.

**Offered:** Fall, Spring, Summer

**Prerequisite:** Junior standing

### **YMIN498. Youth Ministry Capstone (3)**

The initial part of this class focuses on retracing what has been learned in the youth ministry major and completing a summative “philosophy of youth ministry” paper which was started in YMIN100 Foundations of Youth Ministry. The remainder of the semester focuses on choosing an area of interest in working with teenagers and going deeper into research, ultimately creating a new approach to a discovered problem. A final presentation accompanies the research paper.

**Offered:** Spring

**Prerequisite:** Senior standing



## Graduate Studies

### Graduate Admission Policies

#### Main Campus

##### **Jessup University**

2121 University Avenue  
Rocklin, CA 95765  
916.577.2222

#### Regional Campuses:

##### **San Jose, California Campus**

3031 Tisch Way, Plaza East, Ste. 200  
San Jose, CA 95128  
800.205.6100

##### **Portland, Oregon Campus**

##### **Multnomah Campus of Jessup University**

8435 NE Glisan St.  
Portland, OR 97220  
503.255.0332

### **Regulations Governing Master's Students**

The University catalog contains information concerning general university policies, and individual departments have their own student handbooks with specific policies and rules that apply to master's degree candidates. Graduate students should thoroughly review both documents to become familiar with all of these policies, procedures, and regulations.

### **Catalog Year**

Master's degree students are governed by the requirements that are in effect at the time of their admission to the program. If normal progress is made toward the degree and continuous enrollment is maintained, a graduate student may elect to meet the degree requirements in effect either at the time of admission or in the semester of graduation with the master's degree.

### **Admission Requirements**

- Verification of Baccalaureate degree from a regionally accredited institution
  - The *Master of Arts in Leadership* program permits a very limited number of students without an accredited bachelor's degree to enter the master's degree on Special Student Status. In addition to the Application materials, Special Student Status requires verified full-time employment in the field for five years and strong references. Oregon residents are not eligible for this special status admission.
- University/Program Application form
- Personal Reference form(s) – if applicable
- Undergraduate cumulative GPA of 3.0 or better
- Program specific examinations or other criteria
- See specific program for additional admission requirements

### **Acceptance to a Program**

Each graduate student receives an acceptance letter which states the level or status at which the department recommends admission. Individual departments may also include a letter that stipulates any specific conditions of the admission.

A graduate student's status falls into one of three categories.

1. *Full Acceptance*. This student is fully accepted into their respective degree program and may register for courses without restriction.
2. *Provisional Acceptance*. A student is admitted into a graduate degree program while waiting for final documentation to be received and evaluated for Full Acceptance. Such students may not take more than 6 units before being converted to Full Acceptance.
3. *Acceptance with Academic Support*. A student who fails to maintain a 3.0 GPA after admission into the master's program, will be placed on academic probation. See below under "Maintaining Good Academic Standing" for more detail.

## Non-US Citizen/International Student

**MAT, MAEd, MBA, MSCS, MACP, MAcc graduate studies programs are approved by ICE/SEVIS. (MSBA, MAC, MDIV, and MAGDJ are pending approval), and MAL and MHA are not F-1/I-20 eligible.**

Jessup University is approved by the U.S. Citizenship and Immigration Services for the admission of non-U.S. citizen/international students. Non-U.S. citizen/international students play an important role in enhancing the cross-cultural experience of the student body.

There are specific entrance requirements and procedures for non-U.S. citizen/international student applicants that may differ from an applicant who is a U.S. citizen. The strength of the college/university program, the record of academic aptitude demonstrated by SAT or ACT results, the IELTS or TOEFL results, and questions on the application are important in determining admission. **Jessup applicants who submit academic records for coursework taken outside the United States** must submit those records to any credential evaluator approved by the National Association of Credential Evaluation Services ([NACES](#)). To view a list of approved service providers, visit the following link: [Credential Evaluator Services](#). The student is responsible for paying the credential evaluation and translation fees.

Carefully consider the following:

- The TOEFL (Test of English as a Foreign Language) exam or IELTS (International English Language Testing System) exam is required of all international students and must be taken before acceptance to the university is granted. On the TOEFL exam, the **minimum score requirement** is an **80 on the Internet based test (iBT)** or IELTS **minimum score** of 6.5 or Duolingo score of 105. (Some programs may have stricter requirements.)
  - **NOTE:** Students can be exempt from taking the English Assessment Test if they have completed at least four (4) years of full-time study at an approved college or university where English is the primary language of instruction.
- Verification of Baccalaureate degree from a regionally accredited or internationally approved institution.
- Undergraduate cumulative GPA of 3.0 or better on a 4.0 scale.
- Official transcripts from all secondary and postsecondary institutions
- Official copy of diploma (from non-U.S. institutions if degree award is not posted on official transcript)
- The student must provide official evidence of complete financial support for the annual educational costs at Jessup. The annual COA includes tuition, fees, room and board, books, supplies, transportation and miscellaneous expenses. The official evidence that the funds to cover COA are available must be shown by monthly bank statements for one year with the total amount in U.S. dollars; it can be from more than one source. Contact the Office of Admission for the annual cost of attendance (COA) for the current academic year.
- The U.S. Affidavit of Support (form I-134) is the most common form used for official evidence. Affidavit of Support forms may be requested from Jessup Admissions. On this document, the sponsor must state the exact duration and amount of money or provisions the sponsor intends to provide. If you have more than one sponsor, you must provide an Affidavit of Support form for each.
- If the student's personal funds are going to be used to pay for all or a portion of their educational costs at Jessup, then official evidence that the funds are available must be submitted to Jessup, shown through monthly bank statements for one year with the total amount in U.S. dollars equaling one of the budgeted amounts below, depending on living situation.

**IMPORTANT NOTICE:** Once the admission requirements are completed and official documentation of complete and sufficient financial support for an I-20 are provided, the admission application will be submitted for consideration. If accepted, the student must pay a \$1,000 (U.S. dollars) enrollment deposit in order to reserve a spot and be eligible to register for classes. If the student cancels before the first day of classes, Jessup will fully refund the \$1,000. Upon receipt of the enrollment deposit, an I-20 will be issued to the student. Each semester balance owed must be paid before starting classes or else be reported to INS.

Director of International Student Services: Sun, Yi; 916-672-3232; [ysun@jessup.edu](mailto:ysun@jessup.edu)

## Graduate Student Support Services

### Success Coaching

All students are assigned a Success Coach specific to graduate students. The Success Coaching model embraces a developmental approach to student success, incorporating academic, spiritual, and social-emotional needs. Students will have their Success Coach walking alongside them from the point of admission to graduation, supporting them through their journey as a Jessup graduate student.

### Financial Aid Advising

Our team of Student Financial Services professionals are available to assist with students' financial aid and student account inquiries. Graduate students have a range of federal, state, and institutional grant and loan options available to them. More information about these sources of aid, along with current payment rates, can be found [here](#).

### Library and Information Resources

The Paul Nystrom Library has over 829,000 items (ebooks, physical books, journals, videos, and primary source documents) most are available online. If we do not own the material, we will check availability of an open access version of the content. If this is unavailable students and faculty can request an interlibrary loan. All our electronic items are available remotely from any device with a web browser 24/7. Graduate students can reserve study rooms remotely and can use the resources, tools, and equipment in the Innovation Center.

The library staff consists of two professional librarians, two library assistants, and student workers. Normally the library is open 7 days a week. Check our library homepage at [jessup.edu/library](http://jessup.edu/library) for current hours or important information, like anticipated outages or closures. Research guides help discover the best books, journals, and databases available for each subject taught at Jessup.

The Library staff is here to help with all your reference and research needs. Phone, chat, or make an appointment online from the library website to meet in-person or digitally. For asynchronous support email us at [library@jessup.edu](mailto:library@jessup.edu).

## Resources

### My.jessup.edu

My.jessup.edu is Jessup's password protected Intranet where you can access current information and documents. You can log on at [my.jessup.edu](http://my.jessup.edu) with your Jessup username and password. The documents available relate to fieldwork, lesson/unit plan, employment resources, surveys, TPAs, and other general information. These documents are updated regularly.

### The Academic Achievement Center Support

The Academic Achievement Center in the Paul Nystrom Library is a resource for support. There are a variety of services available to you as a Jessup graduate candidate. Some of the resources available are:

- Paul Nystrom Library
- Writing Center
- Online Resources
- Disability Support Services
- Advocacy Resources

### Information Technology Support

If you have an issue with technology equipment, please contact the IT Helpdesk. The best way to contact is via email. The instructors are not technology experts. Please be sure that you have compatible hardware/software for the program requirements. School of Education graduate program candidates will be expected to perform word processing tasks, spreadsheet tasks, regularly utilize the Internet, communicate through e-mail, and similar tasks. Microsoft Office is the software used by the department. The latest version of MS Office is highly recommended and typically offers a student discount with purchase. You will also need Adobe Acrobat to view many of the department documents. There is a free version that you can download online.

It is essential that you complete your assignments on time. Technology can be unpredictable especially in the classroom. Candidates that wait until the last minute to complete assignments may be at more risk of equipment not functioning properly. Please have a backup plan. Candidates that have technological malfunctions will not be granted more time for projects/assignments.

### Moodle Support

This program employs the use of Moodle as an online classroom management tool, enabling all homework and class resources to be managed on a virtual basis. If you have an issue with Moodle, do not hesitate to contact the Online Support Center or IT Services. They are available 24 hours a day, seven days a week through email.

- Prior to week one of a course, log into Moodle through [my.jessup.edu](http://my.jessup.edu). Your username and password for Moodle are the same as those used for all other University resources. Supplemental materials, assignments, and any course changes will be posted in Moodle. Additional learning resources including screen capture tutorials are available in the general announcements.
- Review any additional resources or assignments within the week posted by the instructor and complete these assignments as specified. All written work and other designated task are to be turned in through Moodle. Your instructor will provide more information on the use of Moodle for this course.
- All Moodle assignments are due before the next class meeting. Late Moodle assignments will be reduced by at least one letter grade. No Moodle assignments will be accepted one week after the due date.
- On Moodle there are three types of tasks: Studies, Discussions, and Assignments.
  - **Studies** are areas that the candidate needs to study or learn on their own. For example, a study may be to read a chapter out of a book, to watch a video, to read an article, to interview someone, and much more.
  - **Discussions** are statements, prompts, or questions that relate to the studies and challenge the candidate's thinking. All discussions must be posted on Moodle two to three days before the class meets. All Candidates are required to reply to two classmates' posts. Each reply must be significant. That is, a reply should further the discussion, consider another point of view, or point out contradictions in the argument. Both replies must be completed by the next class meeting. It is critical that your initial post be posted early in the week so that your classmates have adequate time to respond to each other.

- **Assignments** are those larger tasks that only the instructor will see. Assignments must be posted on Moodle prior to the next class meeting

## Technology

The University provides students the use of a computer lab, in addition to computer stations in the library. Students can access the Internet, email, library catalog, and electronic resources from these and personal computers.

Students are provided a Jessup email for their initial registration, which is used for all University communication; their user name and password are also required for Intranet, Moodle, and library use. [My.jessup.edu](http://My.jessup.edu) is Jessup's password protected Intranet where students can access current information and documents related to program resources and requirements.

The University uses the open-source Moodle software package for all undergraduate and graduate-level courses. Students and faculty are encouraged to utilize Moodle for each course, including content delivery, threaded discussion forums, electronic assignment and grading management, and essay submission through Turnitin (an Internet-based plagiarism-prevention service linked to Moodle). Faculty and students have 24/7 access to LMS/Moodle support by phone, chat, or email.

Students are responsible to have compatible hardware and software for the program requirements. Microsoft Office is standard for the University, and Adobe Acrobat is needed to view many University and program documents. IT Helpdesk support is available to faculty and students 8am - 6:30pm, Monday through Thursday and 8am-4:30 Friday, the email contact is [itservices@jessup.edu](mailto:itservices@jessup.edu).

## Academic Policies

### Full-Time Status

Graduate students must take a minimum number of units per semester as prescribed by their specific program to be considered full-time for each program.

### Graduate Courses

While a graduate student may enroll in courses at any level, only courses in the 500 or 600 series may be counted toward a master's degree program. Any course to be counted toward a master's degree program must be acceptable for graduate credit by the discipline offering the course.

### Maximum Course Load

Master's degree students may not register for more than 16 units of work in any semester without the approval of the program chair or lead faculty. It is strongly recommended that master's degree students register for no more than 12 units each semester.

### Attendance

#### *On-Ground Courses*

Standards of course participation will be determined by the course instructor and spelled out in the course syllabus. Consequences of failure to meet the minimum standards will be decided by the instructor. Any appropriate make-up assignment(s) will be posted in the course syllabus and/or in the program handbook. Students who fail to establish attendance for courses in which they are enrolled and who fail to submit a Petition to Drop will receive an unofficial withdrawal from the class. An administrative fee will be charged.

#### *Online Courses*

Standards of course participation will be determined by the course instructor and spelled out in the course syllabus. Consequences of failure to meet the minimum standards will be decided by the instructor. Any student who has not logged in for course participation during the first week will be administratively dropped along with any subsequent courses in the term. An administrative fee will be assessed.

### Adding/Dropping a Course

Students withdrawing from a course must withdraw online through the student portal or submit a Petition to Drop form (available online). Students who drop before the first class session will not receive a grade penalty, and the course will not appear on the student's permanent transcript. Students who withdraw from a course after the first class session ends will receive a W on their permanent transcript. Failure to withdraw from class through the student portal or by submission of a Petition to Drop will result in an F or a UF being entered on the permanent transcript for the class, and any refunds for the class are forfeited.

A student who has officially dropped a class and who is no longer registered for credit or for audit, is ineligible for further attendance in that class. Dropping a class may affect the student's financial aid. It is the student's responsibility to contact the Financial Aid office for information.

### Incomplete (I)

Graduate students are expected to complete all course requirements during the time assigned for that course. The instructor will have two weeks to grade the final and submit the course grade.

In the rare circumstance when it is impossible to complete the course requirements on time, the student may petition to receive an incomplete (“I” grade). The student must contact the instructor to request their agreement/endorsement of their petition and to establish a due date for incomplete work which may not exceed ten weeks from the end of the course. Faculty may endorse the petition if, in their estimation, exceptional circumstances exist which warrant extended time to complete course requirements.

In order to petition the University to receive an “I” grade for the course, the student and instructor must have the [Petition to Receive an Incomplete](#) form filled out and submitted one week prior to the end of the course. The petition will be reviewed for approval by the University. Supporting documentation of extenuating circumstances is required when submitting the petition.

Once the petition has been either granted or denied, the Office of the Registrar will contact the student and instructor so both are aware of the outcome. A processing fee will be added to the student’s billing. If the student fails to complete the work within the time limit, the grade for the course will become an F and the student must repeat the course at their own expense.

Upon conversion of the “I” grade to a calculated letter grade (A-F), the “I” will remain noted as the prior (original) grade submission.

### **Maintaining Good Academic Standing**

Students admitted to a master’s degree program must maintain a minimum 3.0 grade point average across all courses taken subsequent to admission to the master’s program. Failure to maintain a 3.0 GPA in any given term will result in academic probation in the master’s program. Two terms of Academic Probation may result in Academic Dismissal.

A student on probation will be required to contact the Jessup Learning Center staff to make arrangements for planning a successful remedy to the deficiency. Failure to complete the plan or to remedy the deficiency within one semester with appropriate courses approved by the Program Chair or Lead Faculty may result in disqualification from the master’s program.

No more than two “C” grades may be earned. If a student earns a third C, they must postpone advancement toward their degree until one of the C graded courses is repeated and a B or above is achieved.

Grades of D, F, UF, or Fail are not acceptable and will not fulfill degree requirements. A student may be required to delay advancement in their program until the deficient grade is repeated. A second D, F, or Fail grade may result in program dismissal.

In the case of dismissal, the student may reapply for admission after one calendar year and, if admitted, must repeat any substandard or deficient grades before continuing advancement toward a degree.

### **Transfer Credit**

Depending on the degree program, a maximum of 25% of the master’s degree may be transfer coursework, provided that a grade of B- or higher was earned. Transfer credit is applicable only to units earned from a regionally accredited institution. Transfer credit must be approved by the Program Chair or Lead Faculty for content. Grades from outside institutions will not be used toward Jessup’s GPA, regardless of transferability of the units. Graduate programs offered at Portland, Oregon campus have a minimum 30 units in required residency which may impact transfer credit.

### **Repeating Courses with Forgiveness**

A master’s student may repeat one course with forgiveness. In such a case, the higher grade is recorded. The previous grade is noted as “R” and does not calculate into the student’s GPA. Subsequent courses graded C or below may be repeated, but the original grade will continue to be calculated in the student’s GPA.

### **Program Time Limit**

Master’s candidates must complete all requirements for a master’s degree no later than seven years from the end of the semester of enrollment in the oldest course on the approved program. Program length is determined by the department. In special circumstances, an extension of the program time limit may be granted to a maximum of no more than two additional years. The extension may require taking additional coursework and dropping expired courses from the approved program, or validating expired coursework. The approval for the extension and the duration of the extension are determined by the petitioner’s graduate advisory committee, the departmental graduate coordinator, and the VPAA, in that order.

### **Leave of Absence**

A leave of absence (LOA) during the coursework portion of the degree may be granted by petition for up to one year. Doing so enables students to return and complete a degree program under the requirements in place at the time they took the leave. If the student does not resume classes at the end of the LOA period, s/he will be considered to have been out of school since the last day of the term in which s/he was last enrolled and attending class. A LOA will not extend the Program Time Limit as defined previously.

Note that an academic leave of absence is different than a leave of absence for the purposes of financial aid. For financial aid purposes, a student may be considered withdrawn from the university after one term without taking any coursework as the leave of absence for financial aid is no longer than six months. This will affect the

refund schedule for any Title IV federal loan funds and may place the student in immediate repayment status. Students considering an academic LOA should therefore contact the Office of Financial Aid to discuss the implications of their decision.

### **Continuous Enrollment**

Students pursuing a master's degree must enroll each semester until the degree is awarded. Both enrollment as a regular student and adjunct enrollment satisfy this continuous enrollment requirement. Adjunct enrollment is for students who have finished their coursework but have not completed the culminating activity and consists of registration in a continuation course, for which an administrative fee is charged. No credit is earned for adjunct enrollment, but it allows the student to maintain status in the master's degree program and to make minimal use of selected campus resources, including the library, laboratories, computer facilities, faculty advisors, and the thesis editor. Master's degree students who do not maintain continuous enrollment may be required to reapply to the program that they have interrupted when they wish to return. They may be subject to any new admission requirements and, if readmitted, may be held to any new degree requirements.

### **Graduate Literacy Requirement**

All students graduating with the master's degree must demonstrate writing competence. Each department has developed a method of assuring that its students have adequate writing skills.

### **Master's Thesis or Project**

Master's study is separated into a thesis and supporting research or a project as defined by the individual department. Specific departmental requirements in accordance with disciplinary conventions govern the completion of a thesis or project. Enrollments in these courses are supervised by the chair of the student's graduate advisory committee. The completion of a thesis or other terminal project and the supporting research for the topic will receive 3-8 units of master's Study credit, and enrollment in the research and thesis/project courses is required. Normally, enrollment is limited to candidates in a master's degree program. The units awarded for a thesis or project are determined by the academic department offering the degree. However, in no case may a student enroll in, or receive credit for, more units of these courses than are required for the student's individual program. All thesis or project enrollments are assigned a grade of NR ("No Report") until all program requirements are completed. A grade of CR is assigned upon successful completion of all requirements for the master's degree. An NR assigned to a course must be replaced with a CR within the time period allowed for the completion of the master's degree. Failure to complete the work within the specified time period will result in a grade of NC.

### **The Graduate Committee**

The Graduate Committee for each program comprises the program chair or lead faculty, the graduate advisor(s), and such other full-time or adjunct faculty as the chair deems appropriate.

Graduate Committee membership is prohibited for people with conflicts of interest (e.g., those who are related to the graduate student by blood, marriage, personal relationship, or living arrangement).

### **The Oral Examination/Defense**

Some graduate programs require an oral examination related to the students' thesis or project. When required, an oral examination committee is usually composed of the members of the Graduate Committee and may include additional faculty who have a research and/or teaching specialization closely related to the thesis/project topic. Some departments use non-university specialists in the content area as members when appropriate.

The deadline for the oral examination is always the same as that for the submission of the thesis/project. However, orals should be scheduled well in advance of this deadline to allow for last minute content changes that might be required by the committee. Scheduling the oral examination is initiated by the candidate. The graduate advisor should first be contacted to verify that the thesis/project has progressed to the point where it may be defended. With most departments, the entire work should be completed. The candidate and/or program chair or lead faculty will determine a time and date for the examination agreeable to all members of the Graduate Committee and will announce this date to the department at least a week beforehand.

### **Applying for Graduation**

All students completing a program who wish to have that program conferred (posted on transcript) must apply for graduation. Candidates must apply for graduation, complete their culminating activity, and submit their Degree Requirements Completion Verification Form (required for certain programs) by the published deadlines for the term in which they plan to graduate. Application materials and instructions are on the website. [Application for Graduation](#). Candidates should be sure that transcripts of all postsecondary schools attended are on file at the time they are cleared for the master's degree. A late fee will be applied to applications submitted after the deadline for the requested conferral date.

Students who have applied for graduation in a previous semester but did not complete requirements in that term must re-apply for graduation by the applicable deadline and pay the re-application fee. Questions concerning graduation requirements and their fulfillment may be directed to the program chair, lead faculty, or Registrar.

## Participation in the Commencement Ceremony

Master's graduates may participate in the next university commencement ceremony following successful completion of all program requirements, barring final edits on a thesis (but with approval of the supervisor). To participate in the commencement ceremony, School of Education graduate students must successfully defend their full thesis by the Friday the week prior to commencement.

## Policies Related to the Thesis or Project

As students engage in research and problem solving that demonstrate independent and meaningful contributions to their disciplines, the University expects the highest standards of academic honesty.

### Misconduct

If the review of graduate work by faculty and committee members or in technology-assisted audits raises allegations of misconduct in research, coursework, or the culminating activity, the program chair or lead faculty will determine the merits of the allegation of plagiarism or misuse of sources and possible disciplinary action.

### Academic Integrity

Academic integrity is an essential core value of higher education. It is expected that students pursue their education and scholarly pursuits with honesty, and respect and take responsibility for doing their own academic work. Common violations of academic integrity include plagiarism, cheating, unauthorized assistance in completing assignments, and the use of unauthorized technology.

### Plagiarism Defined

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and the work of other student writers. (Council of Writing Program Administrators (2019 December). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices. Retrieved from <http://wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism includes claiming credit for the artistic or creative work not wholly produced by oneself, such as a map, graph, musical composition, photo, electronic image, painting, drawing, sculpture, design, prose, or other written work including computer code and/or material without appropriate acknowledgment, and the representation of them as one's own original work. Obtaining unauthorized assistance from another person or entity in the course of completion of any assignment or examination is also plagiarism.

The use of artificial intelligence, machine learning, or generative models such as large language models that are not specifically sanctioned by the instructor of the course on a given assignment would also constitute plagiarism.

### Consequences to Academic Integrity Violations

It is expected that all violations of academic integrity shall be reported and added to the student's academic file. First instances may receive zero credit and it will be left to the instructor's discretion if any part of the work can be redone for partial credit. Subsequent violations may receive an academic dismissal, which may be appealed by the student for further review.

The most likely disciplinary outcome of plagiarism in a capstone course or other culminating activity will be an academic warning, discipline, or possible dismissal, which can be appealed by the student.

### Notification to Students of Academic Integrity Policy

All Jessup instructors are required to include an academic integrity statement in their course syllabi. Students are expected to review each instructor's policies and expectations about integrity as it applies to their academic discipline as well as the consequence(s) for not meeting them in their course. [*Faculty Manual* AO 5.2 Course Requirements; AO 5.6 Academic Integrity]

### Copyright Restrictions

The U.S. copyright law provides federal copyright protection for both published and unpublished works. Therefore, authors who may wish to include quotations, illustrations, charts, graphs, musical arrangements and so forth in their thesis/project should make every effort to be sure that reproduction of the copyrighted material does not exceed the doctrine of "fair use," which considers both the purpose and character of the use of copyrighted material. Unpublished works, as well as works published without valid copyright notice, are eligible for protection. Absence of a c-world (©) does not necessarily mean that a work is in the public domain. Tabular arrangements and compilations are specifically covered under copyright law. Permission to reprint or adapt charts, tables, graphs, tabular arrangements, musical arrangements, and so forth must be sought from the copyright holder.

To obtain current information on the use of copyrighted material, it is recommended that students refer to sites such as the [Copyright Crash Course](http://fairuse.stanford.edu) or <http://fairuse.stanford.edu>. These sites are current, well-maintained, and user-friendly.

### Fair Use

If a work is protected by copyright, permission must be acquired prior to incorporation of that work into a new document. Extracts and quotations may be used to a limited extent for purposes of illustration and criticism. The language of the copyright law is vague as to what constitutes fair use, so when in doubt, seek permission and consult with the thesis editor.

### Securing Permission

Efforts to obtain permission to use material from other sources should begin well in advance of a final draft. Candidates are expected to acquire written permission to use the material, and evidence of such permission must be provided with the final copy of the thesis/project. Written permission may either be by a letter or by a fax and must be accompanied by the signature of the individual granting permission. An e-mail response granting permission is considered similar to acquiring verbal permission over the phone. Neither is considered adequate proof that permission has been secured; therefore, they must be backed up by some means of written permission. A statement of permission must appear below the caption of a figure or at the bottom of a table. The owner of the copyright may request that specific words or phrases be used to indicate that permission was granted. All copyrighted tables and figures must be followed by a complete reference citation (e.g., not the abbreviated format such as author/year) and should state, "Reprinted with permission."

Requests for permission should be directed to the copyright holder or the copyright permissions editor of the publication. When requesting permission to reproduce copyrighted material, be sure to specify that the request is for a one-time, nonprofit, educational use.

The University is committed to upholding the highest standards of academic honesty. It is incumbent upon each student to become familiar with current standards and policies. Culminating activities that do not have appropriate copyright releases for borrowed material will not be approved.

### Limit on Thesis or Project Submissions

Theses and projects may be submitted no more than three times (the original submission and two resubmissions) for content approval. If none of the submissions pass as acceptable, the student cannot complete the degree with a thesis or project as the culminating activity.

### Human Subjects in Research

The use of human subjects in research is governed by the policies of the Institutional Research Board, which follows the Code of Federal Regulations for the protection of human subjects. If human subjects are part of the research, these regulations and policies must be complied with and proper procedures followed. Failure to comply with these regulations jeopardizes not only the student's standing, but that of the University as well. *NOTE:* All master's candidates must include a copy of the clearance letter from the Institutional Research Board approving their research. More information and guidelines on the use of Human Subjects in Research may be found on the Jessup intranet.

### Animals in Research

In accordance with University policy, and pursuant to federal regulations governing the use of animals in research, such studies are reviewed by the Institutional Research Board.

## Graduate Studies Expenses

### Tuition and Fees

Costs at Jessup are significantly lower than those at comparable private institutions, due in part to the gifts of many individuals and churches who provide a large percentage of the operating costs for the University. Contact the Admission Office for Jessup's current tuition package and fee schedule. The [current tuition and fee schedule](#) can also be found on our website.

### Deferred Payments Payment Information

All charges for a semester are considered due and payable in full upon execution of the student's semester contract at registration. Students who are unable to pay in full at registration may enroll in a payment plan. Students must enroll in a payment plan by the published deadline at the beginning of each semester. There is an enrollment fee each semester with this payment option.

### Institutional Refund Policies

Tuition and Fees: Students who must withdraw from a class or classes during the semester may receive a refund of a percentage of the semester's tuition and fees charges. To receive a refund, students must withdraw online or, in extenuating circumstances, complete a drop form found online at my.jessup.edu. The date of withdrawal for refund purposes is determined by the date the student withdraws from the course online, or in some cases, the last date a student has attended an academically-related function (typically the last date they attended class or submitted a paper or final). Refunds indicated are percentages of total tuition charges, not of amounts paid to date of withdrawal. The student may be required to pay unpaid charges.



Financial aid eligibility is 'earned' based on how many days a student is enrolled in the term/payment period. When a student withdraws from all courses, the percentage of aid earned is calculated and 'unearned aid' is returned to the appropriate funding agency. Once a student has attended 60% of the term/payment period, financial aid is considered to be 100% earned in full. **NOTE:** *Dropping a partial number of units will result in your financial aid eligibility being recalculated. Jessup takes a conservative approach on recalculating eligibility and will recalculate all forms of financial aid up to the 60% point of a term/payment period. Our Pell recalculation date is the last day of the term.*

Federal Title IV Financial Aid (Direct Loan, and GRAD PLUS Loan) is refunded based on Return to Title IV regulations using the Federal R2T4 software.

Jessup Institutional Aid is earned similar to the tuition refund policies below. For example, if a student withdraws and receives an 80% refund of tuition, then the student will also have 80% of Jessup institutional aid debited/refunded.

**Appeals Process:** Students may appeal an enrollment decision based on finances through the normal Academic Review and Appeal Process. Typical response time is within 3 school days of the appeal filing. Appeals are processed and outcomes determined by the Registrar's office. **DISPUTED AMOUNTS:** Students may withhold payment of any disputed amount until the billing inquiry is resolved, which usually takes less than two weeks. A billing inquiry must be made no later than 30 days after the original statement on which the error or problem appeared. **RIGHTS FOR FUTURE TERM:** Any past due account balance may restrict students from registering for the next term. The Student Financial Services Office can deem a student ineligible for payment plans in future terms based on past payment history.

### **Fifteen (15) Week Course Tuition Refund Policy (in-person delivery and/or block tuition refund schedule)**

Tuition refunds are based solely on the following schedule regardless of the course type or course start date (e.g. online, etc.). For example, a student who is enrolled in an online course that begins on the eighth week of school and who decides to withdraw from the course during the seventh week of school will receive a 40% refund, if applicable.

Before or during the first week of instruction	100%
After the first week but before the end of the third week of instruction	80%
After the third week but before the end of the ninth week of instruction	40%
After the end of the ninth week of instruction (last day to withdraw is the 70 <sup>th</sup> day of the term)	No refund

### **Seven (7) and Eight (8) Week Course Refund Policy (in-person delivery and MACP)**

By the fifth day of the session	100%
Between the sixth and 10 <sup>th</sup> day of the session	80%
Between the 11 <sup>th</sup> and 25 <sup>th</sup> day of the session	40%
26 <sup>th</sup> day of the session or later (last day to withdraw is day 33)	No refund

### **Seven (7) and Fifteen (15) Week Course Refund Policy (online and synchronous delivery, not MACP)**

Students who are charged on a per unit basis and are enrolled in online or synchronous courses will have refunds for online and synchronous courses distributed incrementally based on percentage of course delivered and the date of the drop/withdrawal, until 40% refund. After the 40% threshold, students will receive a 0% refund and are able to withdraw from the course during the first ⅓ of the term.

<b>Example of a 7-week refund schedule</b>	<b>Refund</b>
Day 1 or prior	100%
Day 2	96%
Day 3	94%
Day 4	92%
Day 5	90%
Day 6	88%
Etc.	
Day 29	41%
Day 30	39%
Day 31	No refund
Day 32	No refund
Day 33 (last day to withdraw)	No refund

<b>Example of a 15- week refund schedule</b>	<b>Refund</b>
Day 1 or prior	100%
Day 2	98%
Day 3	97%
Day 4	96%
Day 5	95%
Day 6	94%
Etc.	
Day 62	41%
Day 63	40%
Day 64	No refund
Etc.	

Day 69  
Day 70 (last day to withdraw)

No refund  
No refund

^^In compliance with OAR 583-030-0035(18)(c), online degree students who are residents of the state of Oregon or on the Multnomah campus are granted a prorated reversal of tuition charges up until 50% of the duration of the course.

Week	Program: 15 Weeks	Program: 7 or 8 Weeks	Program: 6 Weeks	Program: 3 Weeks
Week 1	100%	100%	100%	100%
Week 2	93%	85%	80%	50%
Week 3	86%	71%	50%	
Week 4	80%	50%		
Week 5	73%			
Week 6	66%			
Week 7	60%			
Week 8	50%			
Week 9				
Week 10				
Week 11				
Week 12				
Week 13				
Week 14				
Week 15				

**Out of State Refund Schedules are found at our State Disclosure page:** [jessup.edu/about/consumer-information/state-disclosures/](http://jessup.edu/about/consumer-information/state-disclosures/)

### Medical Insurance Information

All students, domestic and international, are asked to provide medical insurance information for emergency purposes. International students attending Jessup on a student Visa are required to have medical insurance coverage within the U.S. while in the States and must provide proof to the university during the Admission/Arrival process and renewed annually.

### Student Care Immunization Recommendation

Jessup University does not require undergraduate students to show proof of immunizations. However, we strongly recommend obtaining the measles, mumps, and rubella (MMR) vaccination; please note that two vaccines are required in a lifetime to complete immunization.

We also recommend a tuberculosis screening using one of the three options below:

- Complete TB screening questionnaire;
- IGRA blood test (TB Gold or T spot); or
- TB skin test (PPD)

Other recommended vaccinations include:

- Tetanus booster within the last 10 years (Tdap preferred)
- Hepatitis B (series of three shots)
- Meningitis: For incoming freshmen and those living in the residence halls or in close contact, there are two types of meningitis vaccines to consider as they cover different strains of meningitis.
  - Serogroup B (Trumenba or Bexsero)
  - Serogroup A, C, W, Y (Menactra or Menveo)

For more information, consult the [Off to College – Meningococcal Flyer](#) published by the State of California, Health and Human Services Agency, Department of Public Health, Immunization Branch, 850 Marina Bay Parkway, Richmond, CA 94804.

## Graduate Studies Financial Aid

### Financial Aid

The Financial Aid office is here to assist Jessup graduate candidates in obtaining financial aid to help pay for education costs. The staff is available to assist you with filling out forms and to answer the many questions that arise regarding financial aid. Your education is an investment in your future, and our goal is to assist you in any way possible with the cost of this investment. Therefore, Jessup has created certain institutional scholarship opportunities and also participates in the Federal Direct Loan Program to help you fill the gap between the cost of your education and your ability to pay. All graduate level financial aid information can also be accessed online at <http://www.jessup.edu/financial-aid/graduate/>.

### Institutional Aid for Graduate Students

#### CHURCH PARTNERSHIP GRANT

<b>Amount:</b>	Varies. The Grant will be a 10% discount off tuition.
<b>Eligibility:</b>	This need-based grant is available to NEW students who, at the time of initial enrollment, are members of/actively participating in a church that financially supports Jessup University. CURRENT students may also apply IF the student was a member of/actively participating in a partner church at the time of initial enrollment OR the church becomes a partner while the student is currently enrolled AND that church continues to be the student's church home. Students must be enrolled at least half-time each semester to be eligible for this award. This grant recognizes both the church's partnership with JESSUP and the recipients past contribution to the church. Receiving this grant may not be tied to future participation or involvement at the church.
<b>Deadline:</b>	Church Partnership Grant Application must be submitted by August 15 for Fall, December 15 for Spring and April 15 for Summer. Funds are limited. Priority given to early applicants.
<b>Renewal:</b>	This grant must be applied for each year with a new application.
<b>Application:</b>	<a href="#">Church Partnership Grant Application</a> -- to be filled out by a pastor (at the supporting church) who knows the applicant well.

#### DONOR DESIGNATED SCHOLARSHIPS

<b>Amount:</b>	Varies
<b>Eligibility:</b>	Current Jessup Graduate students are eligible to apply for privately funded scholarships designated by the donor. Click <a href="#">HERE</a> to view the most recent list of Donor Designated Scholarships.
<b>Deadline:</b>	TBD. Opens for application near the start of every spring semester. Watch for updates via email and on <a href="http://my.jessup.edu">my.jessup.edu</a>
<b>Renewal:</b>	Non-renewable. Must apply every year to be reconsidered.
<b>Application:</b>	<a href="#">Donor Designated Scholarship Application</a>

#### MINISTRY WORKER GRANT

<b>Amount:</b>	Varies. The Grant will be a 20% discount off tuition for part-time and 40% for full-time.
<b>Eligibility:</b>	This grant is available to students who: work 40 hours a week in full-time, paid ministry; are the unmarried dependent of someone who is involved in full-time, paid ministry; or are the spouse of someone who is involved in full-time, paid ministry. Examples of full-time, paid ministry include: employees of a church, missionary organization, Christian school, para-church or other non-profit organization whose focus is spreading the Gospel of Christ. See Ministry Worker Grant Application for more information. Students must be enrolled at least half-time each semester to be eligible for this award.
<b>Deadline:</b>	For Fall Students Ministry Worker Grant Application and a FAFSA must be submitted by July 15. If funds are available, students who miss the Fall deadline may apply for a Spring award by December 15, or a Summer award by April 15.
<b>Renewal:</b>	Annually renewable with a JESSUP GPA of 3.0 or above AND upon proof of continued full-time employment in paid ministry.
<b>Application:</b>	<a href="#">Ministry Worker Grant Application</a> and <a href="#">FAFSA</a>

#### MULTNOMAH STUDENT TEACH-OUT AWARD

<b>Amount:</b>	TBD
<b>Eligibility:</b>	Students in the Multnomah teach-out are subject to the Multnomah tuition and fees until the end of the teach-out agreement.
<b>Deadline:</b>	Current continuing Multnomah students only will be automatically included.
<b>Renewal:</b>	Renewable until these student ends enrollment through graduation or withdrawal.
<b>Application:</b>	No application required

**OUTSIDE SCHOLARSHIPS**

<b>Amount:</b>	Unlimited
<b>Eligibility:</b>	Jessup encourages students to seek outside scholarships. These funds are available to students who seek them out and apply to as many as they are eligible for.
<b>Renewal:</b>	Non-renewable. Students must apply every year to be considered.
<b>Application:</b>	Varies. Please start <a href="#">HERE</a> for a list of possible scholarships.

**Policies Regarding Outside Aid**

Students are encouraged to investigate other sources of financial assistance, including churches, employers, corporations, Internet scholarship searches, and other organizations. Lists of available Internet scholarship searches may be obtained from the Financial Aid section of the Jessup website (<http://www.jessup.edu/financial-aid/forms-resources/>).

Students who receive financial aid are required to report to the Financial Aid office **ALL** scholarships and other resources known or expected to be available to contribute to the cost of each year of school (e.g. church assistance, scholarships received at awards ceremonies, employer assistance, etc.). Failure to report these resources may result in delay in receiving funds, cancellation of awards, or the reversal of funds already received.

Whenever possible, outside aid is simply added to the other scholarships and grants a student receives. Unless required by other federal, state, or institutional policies, no other awards will be reduced.

All institutional aid is subject to coordination with federal, state, and all other aid sources. Availability of all aid is subject to federal, state, institutional, and private funding.

**Student Loan Eligibility**

Candidates enrolled in graduate programs are eligible to receive an unsubsidized direct loan for up to \$20,500 per academic year.

Should you require additional funding, you may also apply for a Graduate PLUS Direct Loan. Unlike an unsubsidized loan, a Graduate PLUS Loan does take into account your financial history and is subject to a credit check. Please contact your Financial Aid counselor for more information on the application process for Graduate PLUS Direct Loans.

Candidates may elect to pay the interest while in school (recommended) or have the interest capitalized into the principal balance of the loan (a less desirable option which will significantly increase your overall student loan debt when you are finished with school).

To be eligible for student loans, you must be enrolled at least half-time (as determined by their respective program). You also need to achieve satisfactory academic progress. (See the SAP section below.)

**Student Loan Application Process**

Graduate candidates are required to apply for financial aid each year in order to qualify for Federal Direct Loans. The Free Application for Federal Student Aid (FAFSA) must be completed annually in order to determine your eligibility. If you choose not to complete the FAFSA, you will not be eligible for any financial aid at Jessup. Please refer to the following steps in order to apply for financial aid:

1. Complete the FAFSA at <http://www.studentaid.gov>. Jessup's school code is 001281.
2. An electronic Student Aid Report (SAR) will be e-mailed to you within a few days (check your junk mail), confirming that your FAFSA has been processed and sent electronically to Jessup.
3. Complete all admissions requirements and ensure that you have submitted all required documents to the Financial Aid office.
4. After you receive your Financial Aid Offer Letter, review the letter and log on to your Student Portal to Accept/Decline your loans. You can also view and accept your financial aid package online in your candidate portal.
5. If you choose to accept your loan eligibility, you will need to complete:
  - a. Master Promissory Note (MPN)
  - b. Direct Loans Sub/Unsub/Plus Entrance Counseling

Note: Both of these steps can be completed at <https://studentaid.gov/>.

**Satisfactory Academic Progress (SAP) Policy**

Federal Regulations specify that a student must be making progress towards his or her academic degree in order to receive financial aid. In order to remain eligible for federal, state, and institutional aid, a student must maintain Satisfactory Academic Progress (SAP) as outlined in the following three measures:

1. Cumulative GPA
  - a. Undergraduate Students = 2.0 minimum
  - b. Graduate Students = 3.0 minimum
2. Pace of Completion (POC)
  - a. All students must complete at least 67% of their units attempted. (POC = total units completed/total units attempted)

### 3. Duration of Progress

- a. Once a student has attempted 150% of the required number of units for his or her degree, he or she is no longer eligible to receive financial aid. For example, if a degree requires 120 units for graduation, a student may not receive aid after he or she has attempted 180 units. Federal regulations specify that *“a student becomes ineligible when it becomes mathematically impossible for him to complete his program within 150% of its length.”*

The only grades that meet SAP completion standards are grades for which credit is awarded; A, B, C, D, P, and CR (credit). Withdrawals and incomplete grades are not passing grades, but they are included in attempted units. For purposes of SAP, cumulative GPA is calculated: Total grade points from all colleges attended / total grade hours from all colleges attended. In order to be meeting SAP, students need to meet the minimum cumulative GPA for their program.

Withdrawals, incomplete courses, repeating courses, non-credit remedial courses, and units transferred in from other colleges have the potential to affect the pace of completion. Withdrawals lower the number of successfully completed units. Incomplete courses not completed in a timely fashion act essentially as a withdrawal and also lower the number of successfully completed units. Repeated courses are counted as attempted each time but only as completed one time. All situations will lower a student's pace of completion.

Units transferred in from other colleges may actually help the pace of completion, as these units are counted on a 1:1 ratio for units completed and units attempted. Only grades from Jessup courses attempted will be counted in the GPA for all students.

Non-credit remedial courses do not count as either attempted or completed, but do have the possibility of extending the time of completion beyond the 150% timeframe and must be carefully monitored by the student to ensure the length of the program is not exceeded.

If a student repeats a failed or a previously passed class, it will replace the grade to recalculate into the new cumulative GPA. The units from both attempts will still count toward the completion rate and maximum time frame. Learners who pass a class (A, B, C, and D) and choose to repeat it for a higher grade may receive financial aid only once (a total of two attempts) for that repeated class. Learners may receive financial aid for a failed class (F) that they repeat until they pass.

Note: A “D” grade is considered a passing grade by the U.S. Department of Education.

Federal financial aid for all programs cannot exceed 150% of the total units in the program, including units that result from transfer units and repeated courses. Students will not be eligible to receive aid after completing the amount of units listed below:

- Undeclared (NDS): 60 units
- AA/AS programs: 92 units
- BA/BS programs: 180-192 units
- MAL program: 54 units
- MAT program: 62 units
- MAEd program: 54 units
- MAcc program: 45 units
- MBA program: 57 units
- MACP program: 95 units
- MSCS program: 54 units
- MSK program: 54 units
- MSBA program: 54 units
- MAC program: 90 units
- MDIV program: 117 units
- MAGDJ program: 54 units
- MSML program: 45 units
- DMIN program: 48 units (pending DOE approval)

To determine the pace of completion, divide the cumulative units successfully completed by the cumulative units attempted. As long as this percentage stays at or above 67%, a student can be assured they will complete degree requirements in the federally required time frame.

#### Financial Aid SAP Statuses

- Good Standing – student has met or exceeded the minimum SAP requirements
- Warning Status – student has not met one or more SAP requirements and was not on Probation Status or Suspension Status the previous semester they attended. A student may only be in Warning Status for one semester in a row
- Probation Status – student was on Warning Status the previous semester they attended, they did not reach the minimum SAP program requirements, and they successfully appealed their suspension status
- Suspension Status – student has still not met the minimum SAP requirements while they were on probation status the previously attempted semester

Satisfactory Academic Progress will be reviewed at the end of each year after the end of each semester. At each review, a student's quantitative (pace and maximum time frame) and qualitative (GPA) progress is evaluated. If a student is not making sufficient progress as explained above, he/she will be issued a warning notice and will remain eligible to receive aid for one more term. If at the end of the warning term the student has not met all requirements, all of his/her financial aid will be suspended. In certain cases (illness, death in the family, special circumstance), a student may appeal the aid suspension by completing the Satisfactory Academic Progress Appeal Form.

Appeals should address the circumstances surrounding the student's insufficient progress, as well as a plan of action to correct the insufficient progress. Students will need to specify what has changed in the circumstances and, therefore, why they will be able to make progress in the upcoming semester. If the insufficient progress was related to duration of progress, the student will need to specify how many units they intend to complete each term in order to complete his or her degree.

If the appeal is approved, a probationary period of one more term may be granted. In extreme cases, when one more term will not be sufficient to achieve Satisfactory Academic Progress, the financial aid office may create an academic plan for the student, which will specify the academic requirements the student must meet and the deadline for when these requirements must be met. They will include (but may not be limited to) the following minimum requirements:

**Academic Plans and GPA:** If a student is granted an academic plan regarding GPA, the student must achieve the required term GPA (2.0 for Undergraduate and 3.0 for Graduate Students) the following term. If the required GPA is not achieved in that term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Pace:** If a student is granted an academic plan regarding pace, he or she must pass the lesser of 100% of the attempted units in the next term or a percentage that would bring them up to the minimum SAP requirements. If the student is not able to complete the percentage of the attempted units in the following term, the academic plan will be revoked and the student's aid will be suspended again.

**Academic Plans and Duration of Progress:** If a student is granted an academic plan regarding duration of progress, he or she will be expected to complete all units that are listed in the plan specified in his or her appeal Letter. If any units are not completed in his or her approved time frame, the academic plan will be revoked and the student's aid will be suspended again.

Any student who loses financial aid eligibility for failing SAP does have the right to appeal to the Financial Aid Committee if extenuating circumstances have occurred such as medical problems, family emergencies, a death in the family, or other unique circumstances determined applicable by JESSUP.

An appeal is a request for reinstatement of financial aid eligibility and is initiated by completing the Satisfactory Academic Progress Appeal Form, available at <http://www.jessup.edu/financial-aid/forms-resources/>. The appeal must address why the student failed to maintain SAP and what has changed in the student's situation which will allow them to successfully achieve SAP by the next evaluation period.

Financial aid eligibility may or may not be reinstated at the discretion of the Financial Aid Committee. If an appeal is granted, the student will be placed on financial aid probation and financial aid eligibility will be reinstated for one semester. Specific criteria for successfully moving off probation as well as a student-specific timeline for meeting those criteria will be outlined in a Probation Granted letter to the student. The timeline will generally be the next semester (or defined period of enrollment) but can be extended if the Financial Aid Committee deems an academic plan is necessary. Failure to satisfy the terms of the probation will result in immediate loss of all financial aid eligibility for subsequent semesters.

A student who fails to meet the terms of the probation may submit a subsequent appeal for reinstatement by repeating the appeal process outlined above. Generally, after failing SAP in two successive semesters, a student may not be granted probation again until achieving satisfactory progress without any financial aid. Exceptions will be considered on a case-by-case basis.

**NOTE:** It is possible for a student to fail SAP (and not be eligible for financial aid) but not be academically dismissed from the school. In this situation, a student has successfully earned the right to completely pay for school on their own. Financial aid SAP and JESSUP's academic probation/dismissal policies are different. Please refer to the most recent copy of JESSUP's academic catalog (<http://jessup.edu/academics/registrar/academic-catalog/>) for specific details on academic probation and academic dismissal.

### Contact Information

For further information regarding financial aid for graduate candidates at Jessup, please visit our website at [Financial Aid - Graduate Students](#) or the Financial Aid office at 916.577.2233 or [financialservices@jessup.edu](mailto:financialservices@jessup.edu).

## Graduate Programs and Course Descriptions

### School of Business

#### Master of Accountancy (MAcc)

Available on Campus in Rocklin, CA

*With some courses offered Synchronously and Asynchronously (Distance)*

#### Mission

The Master of Accountancy (MAcc) program is a dynamic, accelerated, and industry relevant graduate degree which requires the completion of 30 semester units or ten courses which can be completed in just under 1-year (48 units for non-accounting majors will take additional time). The purpose of the JESSUP MAcc degree is to provide students with a bachelor's degree a direct pathway to CPA exam eligibility and to better prepare students to be highly ethical, transformational stewards in the accounting profession. Currently those seeking professional licensing as a Certified Public Accountant (CPA) must successfully complete a minimum of 150 semester units, with 30+ units in a variety of accounting, auditing, and tax courses to obtain a license (once they also pass all four portions of the Uniform CPA Exam and have at least 1-year of full-time accounting work experience). Thus, the MAcc curriculum is designed to not only exceed the academic requirements to become a CPA, but it will be delivered in a manner which will enable working professionals to also gain their 1-year of industry experience at their current organizations.

#### Program Learning Outcomes

Graduates of the Master of Accountancy program will be able to:

- Integrate and apply scriptural and industry principles to make ethical, and effective accounting based decisions.
- Communicate in an effective manner consistent with the accounting profession.
- Analytically assess a wide-variety of tax regulations and issues necessary to prepare a comprehensive federal business tax return.
- Demonstrate a proficient knowledge required to pass each portion of the Uniform CPA exam.
- Contrast GAAP and IFRS, and apply appropriate international accounting principles to a global firm.

#### Program Distinctives

- Accelerated: earn your master's degree in accounting in under a 1 year and be CPA exam ready.
- Relevant: gain industry specific accounting skills and knowledge from successful CPA practitioners and experienced accounting faculty.
- Flexible: evening, synchronous, and asynchronous evening online classes designed for working professionals.
- Practical: saves time and money by integrating a CPA exam prep course within the program and exceeds state educational requirements for CPA candidates.
- Professional: the MAcc degree integrates professional ethics throughout the program.

#### Admission Requirements

- A bachelor's degree from a regionally accredited college or university
- Official transcripts
- A minimum GPA of 3.0 on a 4.0 scale. GPA's of 2.5-2.99 will be considered with two letters of recommendation (academic and professional)
- Resume reflecting your professional work experience
- GMAT or GRE not required but is optional if you desire to strengthen your application if GPA below 3.0, etc. (scores < 5 years)
- Completed Graduate Application and Essay
- Interview, if requested by the MAcc Director

#### MAcc Prerequisites

The prerequisites for the MAcc program are: Financial Accounting, Managerial Accounting (these two courses can be satisfied with a combined course such as ACCT 247), Federal Tax I or II, and Auditing (Tax and Auditing may be taken as corequisites if Financial and Managerial accounting have been completed).

Prospective students who have taken financial and managerial accounting and have at least 3+ years of accounting industry experience may take a challenge exam for taxation, and/or auditing. Exams are \$75 each and include a study guide. MAcc candidates have up to 3 hours to complete 60 multiple choice questions per exam. A score of 70% or higher is considered passing (no college credit is earned, but the prerequisite will be considered satisfied for the MAcc program).

The pathway for non-accounting graduates into the MAcc program is as follows: complete the prerequisites as noted above online at JESSUP or take these courses at another regionally accredited university and/or community college.

## Required Courses

Ethics for Accounting Professionals (ACCT501)	3
Management Accounting (ACCT541)	3
Financial Statement Analysis (ACCT547)	3
Accounting & Financial Analysis (ACCT548)	3
Advanced Auditing & Analytics (ACCT549)	3
Finance & Data Analytics (BUS543)	3
Accounting Information Systems & Data Analytics (ACCT610)	3
Advanced Federal Taxation (ACCT644)	3
Government & Non-Profit Accounting (ACCT646)	3
CPA Exam Preparation Course (ACCT698)	3

Total Units..... 30

**Alternative Work Study/Internship**

Graduate programs at JESSUP are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. JESSUP requires all students enrolled in graduate degree programs (MBA, MSCS and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved for Curricular Practical Training (CPT) authorization to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by JESSUP's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office. DSOs can point students to resources to help them meet SEVP requirements without jeopardizing F-1 status.

**MAcc Two Year Track with Accounting Practicum (internship) Option (36 units)**

The accounting practicum track (2 year) to the MAcc program enables domestic and international students to earn credit for accounting work/internships while in the program, and enables international students to use CPT and work in the United States while gaining valuable accounting industry experience. Thus, this is an option for all MAcc students. These work hours as interns/employees in the accounting industry count toward the 1 year of FTE accounting work experience required for CPA licensure. These credits also count toward their educational requirements to sit for the CPA exam.

**Note:** Students earn 3 units of accounting practicum credit (.5 per semester) and have a 3-unit elective, thus the 2 year MAcc option with accounting practicum requires 36 units to graduate (30 units as listed above plus these 6 units). See the MAcc director for further details.

**Note:** MAcc students will be considered full time graduate students with 6 units or more per semester.

**Course Descriptions****ACCT501. Ethics for Accounting Professionals (3)**

This MAcc course examines the accountants' professional responsibilities and ethical frameworks. Students will study and evaluate numerous relevant ethics case studies throughout this course in field of accounting. Moreover, the essential principles of such attributes as integrity, objectivity, and independence will be explored in the realm of accounting. MAcc students will also learn the scriptural and philosophical underpinnings of ethics, their legal liabilities and ethical responsibilities, ethical reasoning strategies, best practices in corporate governance, and ethical leadership competence.

**ACCT541. Management Accounting (3)**

This MBA accounting course explores how managers can create greater value for a firm in today's dynamic business environment. MBA's will develop a higher working knowledge of how accounting and financial information can be effectively utilized to make strategic, capital, operational and other managerial decisions to evaluate overall institutional performance using such items as a balanced scorecard and long-term economic value-added analysis. MBA's will also examine the various means of analyzing key performance indicators (KPI's), as well as how to make effective and ethical accounting and financial decisions which make the firm more competitive and profitable.

**BUS543. Finance & Data Analytics (3)**

This MBA course explores the fundamental concepts of corporate finance from the perspective of managers responsible for making investment and financing decisions. Moreover, students will develop tools for analyzing and evaluating these strategic financial decisions from both an ethical and effective perspective. Topics include such areas as financial statement analysis, discounted cash flow valuation, capital budgeting, bond and stock valuation, capital asset pricing, options, weighted cost of capital evaluation, dividend policy, and capital structure. MBA's will also examine how these financial decisions impact the value, sustainability, and profitability of the firm.



**ACCT547. Financial Statement Analysis (3)**

This MAcc course investigates how accounting and financial professionals can effectively analyze the financial statements of a firm using a variety of proven tools, prepare forecasts, and determine the value of a firm using a variety of methods such as the dividend-based, cash-flow based, earnings-based, and market-based approaches. Students will also expand their knowledge of financial reporting and create a comprehensive financial statement analysis, forecast, and valuation report as a capstone for this course.

**ACCT548. Accounting & Financial Analysis (3)**

This MBA course examines the key financial accounting concepts for managers necessary to successfully make sound, accurate, and ethical financial decisions. Moreover, accounting is considered the language of business, and its mastery is essential in order to effectively steward an organization's resources. MBAs will also enhance their analytical skills in financial statement analysis as they develop a comprehensive course project in this strategic area which is crucial for astute organizational managers.

**ACCT549. Advanced Auditing & Analytics (3)**

This MAcc course examines the advanced treatment of the audit process and environment. Topics include such areas as audit planning and performance, evidence, internal controls, professional standards, and audit reports. Moreover, students will study reviews, compilations and other attestation services. Students will also analyze contemporary auditing theory. This course emphasizes pronouncements by the Auditing Standards Board and the Public Company Accounting Oversight Board.

**ACCT610. Accounting Information Systems & Data Analytics (3)**

This MAcc course examines the expanding role information technology plays in the development, analysis, and operation of a firm's financial and accounting systems. Topics include advanced coverage of accounting transaction cycles, accounting systems planning and analysis, system design, implementation and operation, internal control structure, data modeling and database design, analytics, fraud, and security of the accounting system.

**ACCT644. Advanced Federal Taxation (3)**

This MAcc course focuses on the advanced treatment of complex tax transactions for individuals, partnerships, corporations, and trusts & estates. Students will also explore contemporary tax theory and ethical standards for tax professionals. In preparation for public practice, students will conduct tax research on a variety of issues utilizing industry research databases to identify and focus research questions, interpret data, develop opinions, and communicate results as competent tax practitioners.

**ACCT646. Government & Non-Profit Accounting (3)**

This MAcc course provides an in-depth evaluation of accounting and reporting for state and local governmental organizations. The governmental reporting environment will be examined, along with the accounting methods for various types of funds, the accounting aspects of budgetary control, and the preparation of governmental financial reports. Students will also learn non-profit accounting and how to evaluate and prepare financial reports for non-profit entities.

**ACCT675. Accounting Practicum (.5)**

In this MAcc practicum/internship, graduate accounting students apply gained MAcc program knowledge within the accounting industry. Moreover, this practicum develops a graduate student's ability to evaluate actual industry practices related to key accounting concepts and skills-sets. MAcc Students will also explore the various accounting careers in various industries by constructing an in-depth, research-based capstone report at the end of each year.

**Enrollment Comments:** *Students in the 2 Year MAcc track are required to take ACCT 675.*

**ACCT698. CPA Exam Prep Course (3)**

This MAcc capstone course summarizes the CPA exam prep materials that have been used throughout the program to prepare students for all four portions of the CPA exam (FAR, BEC, AUD, and REG). Students will work through past CPA exam questions and task-based simulations using a comprehensive cloud-based database. This capstone course culminates with students taking a simulated CPA exam.

## Master of Business Administration (MBA)

Available on Campus in Rocklin, CA and Portland, OR (Pending) and Synchronous Online

Revised Programs Starts FA24

*Pending Approval for Veteran Education Benefits at Oregon Campus - Check Website for Current Status*

**Practicum Learning or Research Options**

### Mission

The Jessup MBA equips graduates to be highly-competent, principled, and innovative leaders in business and society. The MBA curriculum is relevant, quantitative, and applicable for servant-leaders in both for-profit and nonprofit organizations. The ethical framework integrated throughout the curriculum makes the Jessup MBA distinct and different on purpose. The vital management skills of planning, controlling, decision-making, and organizational leadership are developed and strategically applied throughout the program. Moreover, MBA students are challenged within a dynamic learning environment to be effective transformational business professionals.

### Program Learning Outcomes

Graduates of the Master of Business Administration program will be able to:

- Apply and integrate scriptural principles in business and society to make ethical and effective decisions.
- Communicate in a professional and critical manner, both verbally and in writing.
- Critically and creatively assess, and contrast, a wide-variety of business opportunities.
- Construct and evaluate viable solutions to multifaceted business problems and challenges.
- Evaluate business environments, and recommend strategies, from a domestic and international perspective.

### Program Distinctives

Students who graduate with a Master of Business Administration will be:

- **Ethical and responsible administrators:** By providing MBA students a distinctively Christ-centered, high-quality graduate business education, enabling students to shape their biblical worldview and advance the work of God in society and business by the analysis of relevant business case studies.
- **Critical analytical decision makers:** By equipping MBA students with quantitative and qualitative tools necessary to best identify, analyze, and develop business opportunities as well as solve complex business issues to make quality decisions.
- **Innovative and entrepreneurial managers:** By developing MBA students' abilities to think innovatively, strategically, and entrepreneurially to better lead and manage teams across geographical borders in a variety of interdisciplinary environments.
- **Collaborative and effective communicators:** By advancing MBA students' written and oral communication competencies to enhance their overall managerial effectiveness as they create sound synergetic collaborative teams to meet business objectives.
- **Transformative business leaders with a global perspective:** By enabling MBA students to be world changers in the realm of business as they lead their respective institutions with a heart for God, a love for people, a pioneering spirit, and a mind for business and industry.

### Admission Requirements

- A bachelor's degree from a regionally-accredited college or university
- Official transcripts
- A minimum GPA of 3.0 on a 4.0 scale
- At least two years of professional work experience is preferred
- GMAT score not required
- Completed [Graduate Application](#)
- Personal essay: Tell us about your path to business school, including your work history and your future plans. How will the Jessup University experience help you along this journey? What is your motivation for pursuing an MBA now, and how will Jessup University help you achieve your goals? (approximately 500 words)
- Letter of recommendation, only if requested by the admission committee (GPAs less than 3.00)
- Interview, if requested by the admission committee

*International graduate students in the Jessup School of Business are eligible for a one term "vacation break" after the successful completion of 18 units of graduate coursework. Graduate students that have not successfully completed their coursework and are thus not in good academic standing will not be allowed to take a vacation break until their academic standing meets graduate business student standards as described in the graduate student handbook.*

### MBA Prerequisites

Business undergraduate, or by assessment exam of foundational business topics for non-business graduates

*Note: Non-business graduates with assessment level results below 70 in the areas of accounting, microeconomics, finance, and statistics will need to successfully complete academic leveling modules in these four essential topics prior to starting the MBA program. Non-business graduates should be prepared to purchase the initial assessment exam (\$49), and if needed, any additional academic leveling modules in the four essential areas noted above (\$49 each).*

## Practicum and Research Tracks

Jessup University [along with the School of Business] desires that its graduates will exemplify transformational leadership in church and society through the integration of their faith, learning, and critical thought in the arenas of Christian literacy, communication, intellectual skills, professional competence, and global citizenship. Through its program, the JSOB provides market-driven programs that equip students with practical learning through pragmatic learning experiences.

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MSCS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student’s internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup’s Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

### Practicum-Based Program

- 33 credits
- Requires working by the end of the second semester.
- Students must work part-time or full-time for a minimum of two semesters.
- International Students must apply for Curriculum Practical Training CPT/I20 before starting work.
- Students will be registered every semester in a No Credit course” Business Practicum” that collects feedback from the learning experience.
- At the end of every semester, students must submit a learning experience report.
- Students who do not get a job by the end of their second semester must submit a request to join the Research-based Program.

### Core Courses (Practicum Option) (33 units)

Accounting & Financial Analysis (ACCT548)	3
Principled Leadership (BUS500)	3
Microeconomics for Managers (BUS544)	3
Finance & Data Analytics (BUS543)	3
Operations & Supply Chain Management (BUS570)	3
Global Environment of Business (BUS571)	3
Graduate Research Methods (BUS591)	3
Global Marketing Strategy (BUS620)	3
Innovation and Technology (BUS670)	3
Entrepreneurial Management (BUS682)	3
Strategic Decision Making (BUS690)	3
Total Units .....	33

**\*\*The International MBA program has project assignments at offsite locations that are required for CPT\*\***

### Accounting Emphasis (optional)

Domestic and international MBA students may also earn an accounting concentration by taking three additional courses (9 units) from the Master of Accountancy (MAcc) program, thus they would have 42 units to complete in their MBA program. Students take the MAcc courses listed below.

- Financial Statement Analysis (ACCT547)
- Management Accounting (ACCT541)
- Advanced Federal Taxation (ACCT644)

Students can also transfer into the MAcc program after the concentration and earn their MAcc degree by completing only five more MAcc courses - this would make graduates educationally qualified to sit for the CPA exam and also surpass the 150-unit CPA licensure requirement. Note: Some MAcc classes are offered only remotely via Zoom and some are offered on the Rocklin Campus (all courses are on the weekends) but this accounting concentration is open to all MBA students.

**Artificial Intelligence Emphasis (optional)**

- Strategic AI for Modern Business: Principles and Practices (BUS631)
- AI, Design Thinking, and Critical Analysis (BUS697)
- Practical Machine Learning Applications for Business (BUS632)

**Business Analytics Emphasis (optional)**

- introduction to Business Analytics and Ethics (BUS501)
- Decision Models and Analytics (BUS692)
- Data Visualization and Communication (BUS693)

The same traditional program requires students to work on CPT for no less than 15 hours/week for a minimum of two semesters, maximum by the end of the second semester. Working while studying is one of the academic requirements that allows students to bridge the gap between academia and the practical world. The involvement of the students in the corporate environment blended with the materials they learn in class through group-oriented projects will optimize their knowledge and set them ready for exponential career development. At the end of every term, the students submit lessons learned reports that reflect their learning experience with observations about skills required in the industry through the continuous advancement of innovation and changes. This retrospective knowledge is to be used in course improvement, program development, assessment, and accreditation continuation.

**Research-Based Program**

- Additional 3 credits. No extra term
- Students who are in the Research-based Program stay in the program even if they get a job after the second semester.
- Students need to take an additional 3 credits over three semesters (1 credit per semester)
- Students need to submit research progress by the end of the third and fourth semesters
- Students need to submit a full research report/thesis by the end of their fifth semester
- Students must go by the university research policy requirements including IRB approvals
- Students will be registered every semester in a No Credit course "Computer Science Practicum" that collects feedback from the learning experience.
- If a student does not deliver quality work in the fifth semester, then they must take an additional credit in the sixth semester to meet the research quality requirement.

To include students who are research-oriented and prefer not to work during their studies, we introduced a new modality to ensure factual learning through industrial research.

If a student decides to continue without working on CPT by the end of the second semester they join the research-based modality that requires publishing an industrial research paper.

The research-based program consists of the same courses as any program plus three research courses of 1 credit each. They start taking them in the third semester. In this course, students would select a company that they will study and try to implement research analysis that studies a project-based case. Over the three semesters, students are required to work on identifying a challenging problem, work on conceptual modeling, and come out with recommendations based on their findings from the quantitative and qualitative research conducted. By the end of the third course, students would need to consolidate their findings and produce a research paper following the IRB guidelines and APA 7 format.

**Core Courses (Research Option) (36 units)**

Accounting & Financial Analysis (ACCT548)	3
Principled Leadership (BUS500)	3
Microeconomics for Managers (BUS544)	3
Finance & Data Analytics (BUS543)	3
Operations & Supply Chain Management (BUS570)	3
Global Environment of Business (BUS571)	3
Graduate Research Methods (BUS591)	3
Global Marketing Strategy (BUS620)	3
Innovation and Technology (BUS670)	3
Entrepreneurial Management (BUS682)	3
Strategic Decision Making (BUS690)	3
MBA Graduate Research I, II, III (BUS591 A, B, C) (1 unit each)	3
Total Units .....	36

\*\*The International MBA program has project assignments at offsite locations that are required for CPT\*\*

**Accounting Emphasis (optional)**

Domestic and international MBA students may also earn an accounting concentration by taking three additional courses (9 units) from the Master of Accountancy (MAcc) program, thus they would have 45 units to complete in their MBA program. Students take the MAcc courses listed below.

Financial Statement Analysis (ACCT547)  
 Management Accounting (ACCT541)  
 Advanced Federal Taxation (ACCT644)

Students can also transfer into the MAcc program after the concentration and earn their MAcc degree by completing only five more MAcc courses - this would make graduates educationally qualified to sit for the CPA exam and also surpass the 150-unit CPA licensure requirement. Note: Some MAcc classes are offered only remotely via Zoom and some are offered on the Rocklin Campus (all courses are on the weekends) but this accounting concentration is open to all MBA students.

**Artificial Intelligence Emphasis (optional)**

Strategic AI for Modern Business: Principles and Practices (BUS631)  
 AI, Design Thinking, and Critical Analysis (BUS697)  
 Practical Machine Learning Applications for Business (BUS632)

**Business Analytics Emphasis (optional)**

Introduction to Business Analytics and Ethics (BUS501)  
 Decision Models and Analytics (BUS692)  
 Data Visualization and Communication (BUS693)

**Alternative Work Study/Internship**

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MSCS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

**Course Descriptions****BUS500. Principled Leadership (3)**

This course explores the concept of management leadership through the lens of a Christian worldview with a specific focus on development of an ethical framework for decision making in a vocational environment. Students will examine the Biblical and theoretical context of leadership and determine application in the practices of scriptural and noted business leaders and through interactions with Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities and identify a plan for personal leadership development.

**BUS501. Introduction to Business Analytics and Ethics (3)**

This graduate level course is designed to examine the foundations of Business Analytics, which is an expanding, high-demand STEM field that utilizes innovative industry tools and techniques to take Big Data and transform, analyze, and visualize it into key business information for managers to make ethical and more effective data-driven business decisions. Moreover, graduate students will explore the ethical, professional, and legal standards in the field of Business Analytics. An industry-relevant, hands-on Business Analytics project is developed as a culmination of this foundational analytics course.

**ACCT541. Management Accounting (3)**

This MBA accounting course explores how managers can create greater value for a firm in today's dynamic business environment. MBA's will develop a higher working knowledge of how accounting and financial information can be effectively utilized to make strategic, capital, operational and other managerial decisions to evaluate overall institutional performance using such items as a balanced scorecard and long-term economic value-added analysis. MBA's will also examine the various means of analyzing key performance indicators (KPI's), as well as how to make effective and ethical accounting and financial decisions which make the firm more competitive and profitable.

**BUS543. Finance & Data Analytics (3)**

This MBA course explores the primary concepts of applied finance for managers. Topics include: evaluating financial performance, forecasting, managing growth, financial instruments & markets, and making effective finance decisions. Other areas examined include: discounted cash flow techniques, risk analysis in

investment decisions, business valuation, and corporate restructuring. MBAs will learn to utilize and effectively apply data analytics in finance as part of their course project.

**BUS544. Microeconomics for Managers (3)**

This course in microeconomic concepts, with a distinctive emphasis on ‘the economic way of thinking’ and its applicability to sharp managerial thinking, productivity, and good decision-making, will prepare the MBA candidate for real-world application and critical analysis. This course has a strong focus on practical and applied knowledge from the business context and its unique structure developing key economic principles and organizational and incentive issues in management. It will also focus on the ‘principal-agent’ problem to maximize the profitability of the firm. The MBA candidate should expect to perform algebraic and applied calculus critical thinking.

**ACCT547. Financial Statement Analysis (3)**

This course investigates how accounting and financial professionals can effectively analyze the financial statements of a firm using a variety of proven tools, prepare forecasts, and determine the value of a firm using a variety of methods such as the dividend-based, cash-flow based, earnings-based, and market-based approaches. Students will also expand their knowledge of financial reporting and create a comprehensive financial statement analysis, forecast, and valuation report as a capstone for this course.

**ACCT548. Accounting & Financial Analysis (3)**

This MBA course examines the key financial accounting concepts for managers necessary to successfully make sound, accurate, and ethical financial decisions. Moreover, accounting is considered the language of business, and its mastery is essential in order to effectively steward an organization’s resources. MBAs will also enhance their analytical skills in financial statement analysis as they develop a comprehensive course project in this strategic area which is crucial for astute organizational managers.

**BUS570. Operations Management and Supply Chain (3)**

Analysis of effective and efficient flow of materials, products, services, and information within and across organizations. Includes: process flow analysis, capacity planning, quality, lean supply chain, layout, aggregate planning, supply chain networks, inventory management, sourcing, ERP, and logistics planning. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based.

**BUS571. Global Environment of Business (3)**

This course trains students to take a domestic product and expand it into international markets successfully. Market selection, international market research issues, foreign entry strategies, local tailoring versus global economies of scale, global value chain, implementation issues, knowledge transfer and collaborations are discussed, as well as financing issues such as sources of capital available to multinational firms, analysis of foreign investment opportunities, and currency risk management. Case and simulation based.

**BUS591. Graduate Research Methods (3)**

This MBA course will focus on research concepts with a focus on Entrepreneurship. Students will utilize various research methods to gather, analyze, and interpret data from multiple categories (company, consumer behavior, venture capital, trademarks, etc.) in order to be able to successfully create, launch, and develop a new business venture or innovation. MBAs will also research such items as market, industry, and financial data, Ideation, technology, scalability, legalities, and sustainability.

**BUS591 A, B, C, MBA Research Methods I, II, III (1 unit each)**

This three-part graduate course (3 units in total) is designed to students develop a comprehensive understanding of business research. Topics include the fundamentals of the scientific method and scientific inquiry, ethical considerations in research, strengths and weaknesses of various data collection methods, and basic methods of quantitative and qualitative data collection. Through in-depth research and application, this course will equip students to be able to conduct quality research in the field of business.

**BUS620. Marketing Strategy (3)**

Combining elements of product development, product launch planning, and product management, this course views the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required for the development, launch, and ongoing management of successful products. Includes market orientation, consumer and industrial buyer behavior, market segmentation, target market identification, product development, pricing, distribution channels, marketing communication, strategy development, and marketing planning and control. Case and simulation based.

**BUS631. Strategic AI for Modern Business: Principles and Practices (3)**

This 7-week course offers an immersive exploration into the dynamic field of Artificial Intelligence (AI) and its application in business. Participants will gain a thorough understanding of the fundamental principles of AI, including machine learning, neural networks, deep learning, and robotics, along with their practical business applications. The course is designed to provide a comprehensive overview of AI technologies, their capabilities and limitations, and the strategic implications for businesses. Each week, MBAs will delve into different aspects of AI, from the basics of machine learning to the complexities of AI strategy and organizational integration. By incorporating a mix of detailed theoretical knowledge, contemporary articles, and real-world case studies, the course aims to equip participants with a robust understanding of how AI is transforming the business landscape and preparing them for the future advancements in this rapidly evolving field. Finally, the course will consider the larger, theological implications of using AI, including a discussion of the ethics and morality of certain AI applications.

**BUS632. Practical Machine Learning Applications for Business (3)**

This MBA course is uniquely designed for business professionals who seek to harness the power of machine learning (ML) without delving into the complexities of programming or advanced mathematics. Through a blend of theoretical understanding and practical exercises, the course offers an accessible approach to ML, emphasizing its application in real-world business scenarios. Participants will engage with key ML concepts and techniques, such as regression analysis, classification, clustering, and time series forecasting, all within the familiar environment of Microsoft Excel. The course includes hands-on exercises for each module, ensuring that

learners can apply these concepts directly to business data. Supplementary readings from leading sources further enrich the learning experience, providing insights into how machine learning can drive decision-making and innovation in various business contexts. This course is an ideal pathway for MBA students and business professionals to leverage machine learning tools for strategic advantage, enhancing their analytical capabilities and business acumen.

**ACCT644. Advanced Federal Taxation (3)**

This course focuses on the advanced treatment of complex tax transactions for individuals, partnerships, corporations, and trusts & estates. Students will also explore contemporary tax theory and ethical standards for tax professionals. In preparation for public practice, students will conduct tax research on a variety of issues utilizing industry research databases to identify and focus research questions, interpret data, develop opinions, and communicate results as competent tax practitioners.

**BUS670. Innovation and Technology (3)**

This course provides an in-depth introduction to global leadership and its development and to fostering innovation and global change. Through assessments and behavioral simulations, it prepares students to do global work effectively in a complex context with people from various cultures. Develops technology strategies through a qualitative (scenario and strategy map-based) and a quantitative (decision analysis and option theory-based) approach for technology portfolio planning and management. It provides practical, stimulating, and easy-to-use methods for realistic applications.

**BUS682. Entrepreneurial Management (3)**

This course is designed to have students create a startup plan around an actual business concept. To do this, students will be expected to expand on each of the nine components of the lean canvas. This will include both direct and empirical customer/market research, customer personas, cost analyses, pro forma financials, coachables, metrics, and a pitch deck. Out of this course, students will have all the information and tools necessary to create an effective pitch deck and to deliver a pitch to potential investors. This course includes a capstone project.

**BUS690. Strategic Design Making (3)**

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based. *Formerly: BUS690 Strategic Planning*

**BUS692. Decision Models and Analytics (3)**

This course is to give students the ability to create robust decision models to support decisions in business landscapes. The students will be equipped with some tools and techniques that help them build decision-support models. This course helps leverage the capabilities of the tools in designing dashboards and analytics that can be used in making intelligence possible when tons of data in facts might deviate clarity in operation and forecasting. This course combines logic, scenario analysis, and data modeling to provide a solid foundation to use Business intelligence tools in addition to learning how to manage and share knowledge when it comes to decision-making.

**BUS693. Data Visualization and Communication (3)**

In this course, the students learn how to transform raw data into meaningful outcomes that help interpret objective insights and display them in understandable visuals. One of the key learnings of this course is providing the ability to derive and design key facts and readings into displaying them via graphics, reports, and dashboards that support understanding through summative snapshots. This course enables graduate students to have a wider understanding of their managerial roles by presenting intuitive and impactful visualizations. Students will be navigating basic data exploration to create advanced interactive dashboards. Through data analytics, the student will learn concepts, frameworks, and methodologies to equip them with the right skills to incorporate custom calculations and parameters for more nuanced insights that can support automation and decision-making.

## Master of Business Administration (MBA) with Experiential Learning

*International/Global Focus*  
Available on San Jose, CA Campus

And

## Master of Business Administration (MBA) with Research

*International/Global Focus*  
Available on San Jose, CA Campus

### Mission

This MBA has an integrated international/global focus that equips graduates to be highly-competent, principled, and innovative leaders in business and society. The MBA curriculum is relevant, quantitative, and applicable for servant-leaders in both for-profit and nonprofit organizations (churches, para-church ministries, and healthcare and government organizations). The ethical framework integrated throughout the curriculum makes the Jessup MBA distinct and different on purpose. The substantive and vital management skills of planning, controlling, decision-making, and organizational leadership are developed and strategically applied throughout the program. Moreover, MBA students are challenged within a dynamic experiential learning environment to be effective transformational leaders with a global perspective.

### Program Learning Outcomes

Graduates of the Master of Business Administration program will be able to:

- Apply and integrate scriptural principles in business and society to make ethical and effective decisions.
- Communicate in a professional and critical manner, both verbally and in writing.
- Critically and creatively assess, and contrast, a wide-variety of business opportunities.
- Construct and evaluate viable solutions to multifaceted business problems and challenges.
- Evaluate business environments, and recommend strategies, from a domestic and international perspective.

### Program Distinctives

Students who graduate with a Master of Business Administration will be:

- **Ethical and responsible administrators:** By providing MBA students a distinctively Christ-centered, high-quality graduate business education, enabling students to shape their biblical worldview and advance the work of God in society and business by the analysis of relevant business case studies.
- **Critical analytical decision makers:** By equipping MBA students with quantitative and qualitative tools necessary to best identify, analyze, and develop business opportunities as well as solve complex business issues to make quality decisions.
- **Innovative and entrepreneurial managers:** By developing MBA students' abilities to think innovatively, strategically, and entrepreneurially to better lead and manage teams across geographical borders in a variety of interdisciplinary environments.
- **Collaborative and effective communicators:** By advancing MBA students' written and oral communication competencies to enhance their overall managerial effectiveness as they create sound synergetic collaborative teams to meet business objectives.
- **Transformative business leaders with a global perspective:** By enabling MBA students to be world changers in the realm of business as they lead their respective institutions with a heart for God, a love for people, a pioneering spirit, and a mind for business and industry.

### Admission Requirements

- A bachelor's degree from a regionally-accredited college or university
- Official transcripts
- A minimum GPA of 3.0 on a 4.0 scale
- Two years of professional work experience
- GMAT score not required
- Completed [Graduate Application](#)
- Personal essay: Tell us about your path to business school, including your work history and your future plans. How will the Jessup University experience help you along this journey? What is your motivation for pursuing an MBA now, and how will Jessup University help you achieve your goals? (approximately 500 words)
- Letter of recommendation, only if requested by the admission committee (GPAs less than 3.00)
- Interview, if requested by the admission committee
- Take the Computer literacy test and get between 50 and above

*International graduate students in the School of Business are eligible for a one term "vacation break" after the successful completion of 18 units of graduate coursework. Graduate students that have not successfully completed their coursework and are thus not in good academic standing will not be allowed to take a vacation break until their academic standing meets graduate business student standards as described in the graduate student handbook.*



**MBA Prerequisites**

Business undergraduate, or by assessment exam of foundational business topics for non-business graduates *Note: Non-business graduates with assessment level results below 70 in the areas of accounting, economics, finance, and statistics will need to successfully complete micro-learning modules in these four essential topics prior to starting the MBA program. Non-business graduates should be prepared to purchase the initial assessment exam (\$49), and if needed, any additional micro-learning modules in the four essential areas noted above (\$49 each).*

**Practicum and Research Tracks**

Jessup University [along with the School of Business] desires that its graduates will exemplify transformational leadership in church and society through the integration of their faith, learning, and critical thought in the arenas of Christian literacy, communication, intellectual skills, professional competence, and global citizenship. Through its program, the JSOB provides market-driven programs that equip students with practical learning through pragmatic learning experiences.

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MScS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

**Practicum-Based Program**

- 38 credits over 2 years
- Requires working by the end of the second semester.
- Students must work part-time or full-time for a minimum of two semesters.
- International Students must apply for Curriculum Practical Training CPT/I20 before starting work.
- Students will be registered every semester in a No Credit course "Business Practicum" that collects feedback from the learning experience.
- At the end of every semester, students must submit a learning experience report.
- Students who do not get a job by the end of their second semester must submit a request to join the Research-based Program.

**Core Courses (38 units)**

Principled Leadership (BUS500)	3
Managerial Economics (BUS540)	3
Management Accounting (BUS541)	3
Corporate Finance (BUS542)	3
Global Operations and Supply Chain Management (BUS570)	3
International Business (BUS571)	3
Graduate Research Methods (BUS591)	3
Global Marketing Strategy (BUS620)	3
Innovation and Technology (BUS670)	3
Project Management (BUS681)	3
Entrepreneurial Management (BUS682)	3
Strategic Design Making (BUS690)	3
Applied Entrepreneurship Project I (BUS698A)	1
Applied Entrepreneurship Project II (BUS698B)	1
Business Practicum, Every Semester (0 units)	
Total Units.....	38

**Students can take Accounting, IT or Business Analytics Concentration****Accounting (18 units)**

Ethics for Accounting Professionals (ACCT501)
Finance and Data Analytics (BUS543)
Financial Statement Analysis (ACCT547)
Accounting and Financial Analysis (ACCT548)
Accounting information Systems (ACCT610)
Advanced Federal Taxation (ACCT644)

**IT Concentration (18 units)**

Managing Business Analytics and Artificial Intelligence (BUS671)  
 Managing Enterprise Risks and Cybersecurity Analytics (BUS672)  
 Information Technology Management (ERP, CRM, and BI) (BUS673)  
 Customer Relations Management (BUS674)  
 Management Engineering and Design Strategy (BUS675)  
 Seminars/Special Topics in Knowledge Management (BUS676)

**Business Analytics Concentration (18 units) -**

Introduction to Business Analytics & Ethics (BUS501)  
 Managing Business Analytics and Artificial Intelligence (BUS671)  
 Big Data and Predictive Analytics (BUS691)  
 Decision Models and Analytics (BUS692)  
 Data Visualization and Communication (BUS693)  
 AI, Design Thinking, and Critical Analysis (Applied Capstone Project) (BUS697)

The same traditional program requires students to work on CPT for no less than 15 hours/week for a minimum of two semesters, maximum by the end of the second semester. Working while studying is one of the academic requirements that allows students to bridge the gap between academia and the practical world. The involvement of the students in the corporate environment blended with the materials they learn in class through group-oriented projects will optimize their knowledge and set them ready for exponential career development. At the end of every term, the students submit lessons learned reports that reflect their learning experience with observations about skills required in the industry through the continuous advancement of innovation and changes. This retrospective knowledge is to be used in course improvement, program development, assessment, and accreditation continuation.

**Research-Based Program**

- Additional 3 credits. No extra term
- Students who are in the Research-based Program stay in the program even if they get a job after the second semester.
- Students need to take an additional 3 credits over three semesters (1 credit per semester)
- Students need to submit research progress by the end of the third and fourth semesters
- Students need to submit a full research report/thesis by the end of their fifth semester
- Students must go by the university research policy requirements including IRB approvals
- Students will be registered every semester in a No Credit course "Business Practicum" that collects feedback from the learning experience.
- If a student does not deliver quality work in the fifth semester, then they must take an additional credit in the sixth semester to meet the research quality requirement.

To include students who are research-oriented and prefer not to work during their studies, we introduced a new modality to ensure factual learning through industrial research.

If a student decides to continue without working on CPT by the end of the second semester they join the research-based modality that requires publishing an industrial research paper.

The research-based program consists of the same courses as any program plus three research courses of 1 credit each. They start taking them in the third semester. In this course, students would select a company that they will study and try to implement research analysis that studies a project-based case. Over the three semesters, students are required to work on identifying a challenging problem, work on conceptual modeling, and come out with recommendations based on their findings from the quantitative and qualitative research conducted. By the end of the third course, students would need to consolidate their findings and produce a research paper following the IRB guidelines and APA 7 format.

**Core Courses (41 units)**

Principled Leadership (BUS500)	3
Managerial Economics (BUS540)	3
Management Accounting (BUS541)	3
Corporate Finance (BUS542)	3
Operations and Supply Chain Management (BUS570)	3
Global Environment of Business (BUS571)	3
Global Marketing Strategy (BUS620)	3
Innovation and Technology (BUS670)	3
Project Management (BUS681)	3
Entrepreneurial Management (BUS682)	3
Strategic Design Making (BUS690)	3
Graduate Research Methods (BUS591)	3
Applied Entrepreneurship Project I (BUS698a)	1
Applied Entrepreneurship Project II (BUS698b)	1

## GRADUATE PROGRAMS

MBA Graduate Research I, II, III (BUS591 A, B, C) (1 unit each)	3
Business Practicum, Every Semester (0 units)	
Total Units .....	41

### Students can take an Accounting, IT or Business Analytics Concentration

#### Accounting (18 units)

Ethics for Accounting Professionals (ACCT501)  
Finance and Data Analytics (BUS543)  
Financial Statement Analysis (ACCT547)  
Accounting and Financial Analysis (ACCT548)  
Accounting information Systems (ACCT610)  
Advanced Federal Taxation (ACCT644)

#### IT Concentration (18 units)

Managing Business Analytics and Artificial Intelligence (BUS671)  
Managing Enterprise Risks and Cybersecurity Analytics (BUS672)  
Information Technology Management (ERP, CRM, and BI) (BUS673)  
Customer Relations Management (BUS674)  
Management Engineering and Design Strategy (BUS675)  
Seminars/Special Topics in Knowledge Management (BUS676)

#### Business Analytics Concentration (18 units) -

Introduction to Business Analytics & Ethics (BUS501)  
Managing Business Analytics and Artificial Intelligence (BUS671)  
Big Data and Predictive Analytics (BUS691)  
Decision Models and Analytics (BUS692)  
Data Visualization and Communication (BUS693)  
AI, Design Thinking, and Critical Analysis (Applied Capstone Project) (BUS697)

#### Alternative Work Study/Internship

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MSCS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

#### Course Descriptions

##### **BUS500. Principled Leadership (3)**

This course explores the concept of management leadership through the lens of a Christian worldview with a specific focus on development of an ethical framework for decision making in a vocational environment. Students will examine the Biblical and theoretical context of leadership and determine application in the practices of scriptural and noted business leaders and through interactions with Christian business leaders. Finally, students will develop a leadership portfolio describing their personal leadership characteristics and capabilities and identify a plan for personal leadership development.

##### **BUS501. Introduction to Business Analytics and Ethics**

This course is to spot the lights on the main highlights of Business Analytics in the world of data-driven decisions. In this course, students will learn the ethics of computing and consolidating reports based on data processing and analytics out of the aggregation of reports. Students will be able to explore data and predictive modeling to optimize decision-making. In addition, they will be equipped with different ethical considerations in data collection and reporting.

##### **ACCT501. Ethics for Accounting Professionals (3)**

This MAcc course examines the accountants' professional responsibilities and ethical frameworks. Students will study and evaluate numerous relevant ethics case studies throughout this course in the field of accounting. Moreover, the essential principles of such attributes as integrity, objectivity, and independence will be explored in the realm of accounting. MAcc students will also learn the scriptural and philosophical underpinnings of ethics, their legal liabilities and ethical responsibilities, ethical reasoning strategies, best practices in corporate governance, and ethical leadership competence.

##### **BUS540. Managerial Economics (3)**

This course equips MBA students with the economic foundations necessary to effectively and ethically operate, manage, and lead an organization. Students will expand their economic knowledge, in part, by studying, analyzing, and discussing relevant business cases. Students will explore how to apply key microeconomic concepts in a variety of economic environments in which entities operate. Market structures, economic behavior, and the business/social impacts of economic decisions will be examined.

**BUS541. Management Accounting (3)**

This MBA accounting course explores how managers can create greater value for a firm in today's dynamic business environment. MBA's will develop a higher working knowledge of how accounting and financial information can be effectively utilized to make strategic, capital, operational and other managerial decisions to evaluate overall institutional performance using such items as a balanced scorecard and long-term economic value-added analysis. MBA's will also examine the various means of analyzing key performance indicators (KPI's), as well as how to make effective and ethical accounting and financial decisions which make the firm more competitive and profitable.

**BUS543. Finance & Data Analytics (3)**

This MBA course explores the fundamental concepts of corporate finance from the perspective of managers responsible for making investment and financing decisions. Moreover, students will develop tools for analyzing and evaluating these strategic financial decisions from both an ethical and effective perspective. Topics include such areas as financial statement analysis, discounted cash flow valuation, capital budgeting, bond and stock valuation, capital asset pricing, options, weighted cost of capital evaluation, dividend policy, and capital structure. MBA's will also examine how these financial decisions impact the value, sustainability, and profitability of the firm.

**ACCT547. Financial Statement Analysis (3)**

This MAcc course investigates how accounting and financial professionals can effectively analyze the financial statements of a firm using a variety of proven tools, prepare forecasts, and determine the value of a firm using a variety of methods such as the dividend-based, cash-flow based, earnings-based, and market-based approaches. Students will also expand their knowledge of financial reporting and create a comprehensive financial statement analysis, forecast, and valuation report as a capstone for this course.

**ACCT548. Accounting & Financial Analysis (3)**

This MBA course examines the key financial accounting concepts for managers necessary to successfully make sound, accurate, and ethical financial decisions. Moreover, accounting is considered the language of business, and its mastery is essential in order to effectively steward an organization's resources. MBAs will also enhance their analytical skills in financial statement analysis as they develop a comprehensive course project in this strategic area which is crucial for astute organizational managers.

**BUS570. Operations Management and Supply Chain (3)**

Analysis of effective and efficient flow of materials, products, services, and information within and across organizations. Includes: process flow analysis, capacity planning, quality, lean supply chain, layout, aggregate planning, supply chain networks, inventory management, sourcing, ERP, and logistics planning. Finally, students connect to recent developments such as lean or world-class manufacturing, just-in-time operations, time-based competition, and business re-engineering. Case based.

**BUS571. Global Environment of Business (3)**

This course trains students to take a domestic product and expand it into international markets successfully. Market selection, international market research issues, foreign entry strategies, local tailoring versus global economies of scale, global value chain, implementation issues, knowledge transfer and collaborations are discussed, as well as financing issues such as sources of capital available to multinational firms, analysis of foreign investment opportunities, and currency risk management. Case and simulation based. *Formerly: BUS571 Global Environment of Business*

**BUS591. Graduate Research Methods (3)**

This MBA course will focus on research concepts with a focus on Entrepreneurship. Students will utilize various research methods to gather, analyze, and interpret data from multiple categories (company, consumer behavior, venture capital, trademarks, etc.) in order to be able to successfully create, launch, and develop a new business venture or innovation. MBAs will also research such items as market, industry, and financial data, Ideation, technology, scalability, legalities, and sustainability.

**BUS591 A, B, C, MBA Research Methods I, II, III (1 unit each)**

This three-part graduate course (3 units in total) is designed to students develop a comprehensive understanding of business research. Topics include the fundamentals of the scientific method and scientific inquiry, ethical considerations in research, strengths and weaknesses of various data collection methods, and basic methods of quantitative and qualitative data collection. Through in-depth research and application, this course will equip students to be able to conduct quality research in the field of business.

**ACCT610. Accounting Information Systems (3)**

This MAcc course examines the expanding role information technology plays in the development, analysis, and operation of a firm's financial and accounting systems. Topics include advanced coverage of accounting transaction cycles, accounting systems planning and analysis, system design, implementation and operation, internal control structure, data modeling and database design, analytics, fraud, and security of the accounting system.

**BUS620. Global Marketing Strategy (3)**

Combining elements of product development, product launch planning, and product management, this course views the product manager or marketer as a generalist with responsibility for the multifunctional, multidisciplinary approach required for the development, launch, and ongoing management of successful products. Includes market orientation, consumer and industrial buyer behavior, market segmentation, target market identification, product development, pricing, distribution channels, marketing communication, strategy development, and marketing planning and control. Case and simulation based.

**ACCT644. Advanced Federal Taxation (3)**

This MAcc course focuses on the advanced treatment of complex tax transactions for individuals, partnerships, corporations, and trusts & estates. Students will also explore contemporary tax theory and ethical standards for tax professionals. In preparation for public practice, students will conduct tax research on a variety of issues utilizing industry research databases to identify and focus research questions, interpret data, develop opinions, and communicate results as competent tax practitioners.

**BUS670. Innovation and Technology (3)**

This course provides an in-depth introduction to global leadership and its development and to fostering innovation and global change. Through assessments and behavioral simulations, it prepares students to do global work effectively in a complex context with people from various cultures. Develops technology strategies through a qualitative (scenario and strategy map-based) and a quantitative (decision analysis and option theory-based) approach for technology portfolio planning and management. It provides practical, stimulating, and easy-to-use methods for realistic applications.

**BUS671. Managing Business Analytics and Artificial Intelligence**

This course is designed to provide knowledge and skills about business analytics, optimizing the structure and benefits of information systems, and building data architectures that regulate data warehousing and processing. Students will learn about the tools, methods, applications, and analytical solutions that support decision-making and effectively increase the financial and operational performance of a firm. This course also covers data mining which uses varying tools/languages based on SQL and Python.

**BUS672. Managing Enterprise Risks and Cybersecurity Analytics**

This course covers the importance of establishing and maintaining a digitally safe workplace through best practices. It highlights the critical impacts and risks of weak/unsecured platforms. Students will learn to identify and analyze risks that occur through internal or external attacks. They also learn about the latest frameworks that enable integrating the most secure solutions to prevent vulnerability and hacking breaches. This course assesses the pros/cons of various cybersecurity systems as well as the long-term ROI of these systems.

**BUS673. Information Technology Management (ERP, CRM, and BI)**

This course covers the importance of intelligent platforms like SAP as Enterprise Resource Management; COGNOS as Business Intelligence Software; Salesforce as Customer Relations Management; Watson as an Artificial Intelligence platform and many other software that moved knowledge management into Digital Business Intelligence. The students will learn how to develop complex operation processes into a soft service-oriented business approach.

**BUS674. Customer Relations Management**

The students will learn about the importance of the Customer Relationship Management (CRM) concept and platform by understanding the purpose, the reasons, and the strategies behind using it. The students will learn how to use the behavioral and descriptive information of the customers to support them better. In this course, students will study the benefits of connecting the marketing, sales, and operations forces through one platform to optimize customer satisfaction. Through different techniques, tools, and strategies, this course covers the best scenarios for becoming very oriented toward customer intelligence which supports managing critical customer information. Learning CRM will connect forces from all departments to better design and understand the profile of the customer and be able to customize services and products accordingly. This course adds to the science of using technology to boost integrated information collected from the customer and the practice they will use to increase retention and work on competitive advantage. The students will have exposure to different types of CRM systems. This will allow them to understand what makes one system better than the others and what is the selection criteria for choosing a CRM solution for an organization.

**BUS675. Management Engineering and Design Strategy**

In this course, the students learn about the importance of the different management practices used to optimize the efficiency of Information Systems; the effectiveness of the process design in restructuring the enterprise architecture; and the benefits of Computer-Aided Software Engineering (CASE) integration in the enterprise strategy. In addition, they will study how to assess technology needs in the era of the Internet of Things (IoT), Cloud Computing, Big Data, and Blockchain revolution to adopt an agile Innovation Management to maximize customer satisfaction, resources management, and technology effectiveness.

**BUS676. Seminars/Special Topics in Knowledge Management**

In this course, the students will learn about the different types of Knowledge and their ways of transition. It covers the dynamics of creating, storing, and sharing knowledge with others. In addition, in this course, the students will have a deep understanding of the tacit/implicit and explicit knowledge and how it is reused. The students will learn about the technologies and methods that are currently used to share knowledge and to build a knowledge management culture in an organization. One of the outcomes of this course is teaching the students how to transform information management into knowledge management and benefit from it in the world of data analytics, machine learning, and artificial intelligence. The course takes both a strategic and practical approach to the core issues organizations face in understanding and determining the application of Knowledge Management. The course is designed to deliver the tools for the MBA student to apply immediately in their business roles outside of the university. In the course, the student will participate in open discussion, group activities, and topical research and reporting.

**BUS681. Project Management (3)**

This course analyzes the importance of assessing strategic and operational aspects in a project from a biblical perspective. Quantitative methods explore a variety of current project management software which includes project selection, planning, scheduling, budgeting, monitoring, evaluation, and control. Qualitative methods include project staffing, organization, and team building. An emphasis is placed on the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®).

**BUS682. Entrepreneurship Management (3)**

This course is designed to have students create a startup plan around an actual business concept. To do this, students will be expected to expand on each of the nine components of the lean canvas. This will include both direct and empirical customer/market research, customer personas, cost analysis, pro-forma financials, coachables, metrics, and a pitch deck. Out of this course, students will have all the information and tools necessary to create an effective pitch deck and to deliver a pitch to potential investors. This course includes a capstone project.

**BUS690. Strategic Design Making (3)**

This course covers how to convert the vision of executive intuition into definitive plans that can be operationally implemented and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. Case and project based.

**BUS691. Big Data and Predictive Analytics (3)**

In this course, the students will learn the importance of frameworks and designs to support data processing. The course covers the landscape of data-driven structure to support decision-making. In addition to the comprehensive exploration of Big Data, students will embark on a journey that combines technical and practical expertise with ethical considerations to process data for the best use to support predictive analytics. The students will gain a profound understanding of leveraging massive datasets through learning how to use some tools to process datasets in distributed computing frameworks. This course provides a horizon to explore ethical challenges inherent in collecting, analyzing, and interpreting data. By applying real-world cases, students can implement strategies to identify and mitigate biases with predictive modeling in different areas.

**BUS692. Decision Models and Analytics (3)**

This course is to give students the ability to create robust decision models to support decisions in business landscapes. The students will be equipped with some tools and techniques that help them build decision-support models using Power BI and Excel. This course helps leverage the capabilities of the tools in designing dashboards and analytics that can be used in making intelligence possible when tons of data in facts might deviate clarity in operation and forecasting. This course combines logic, scenario analysis, and data modeling to provide a solid foundation to use Business intelligence tools in addition to learning how to manage and share knowledge when it comes to decision-making or insights sharing.

**BUS693. Data Visualization and Communication (3)**

In this course, the students learn how to transform raw data into meaningful outcomes that help interpret objective insights and display them in understandable visuals. One of the key learnings of this course is providing the ability to derive and design key facts and readings into displaying them via graphics, reports, and dashboards that support understanding through summative snapshots. This course enables graduate students to have a wider understanding of their managerial roles by presenting intuitive and impactful visualizations. Using Tableau, the students will be navigating basic data exploration to create advanced interactive dashboards. Through data analytics, the student will learn concepts, frameworks, and methodologies to equip them with the right skills to incorporate custom calculations and parameters for more nuanced insights that can support automation and decision-making.

**BUS697. AI, Design Thinking, and Critical Analysis (Applied Capstone Project)**

As a capstone project, students will deliver advanced implementations of the principles of Artificial Intelligence - AI. Through their works, students will adopt a pragmatic application of the different practices of design and critical analysis that go beyond comprehensive approaches. In this capstone project, students will address complex challenges with impactful solutions that empower intelligence in decision-making and scenario analysis. In their project, they will showcase how they come up with hands-on experiences in developing intelligent solutions based on prototyping and iterative design through collaborative project management. This course is to synthesize the students' knowledge of AI, design thinking, and critical analysis through a real-world project based on advanced solutions architecture for problem-solving.

**BUS698a. Applied Entrepreneurship Project I (1)**

The focus for this course is on understanding the driving forces behind a good entrepreneurial concept, how to validate an idea, the concept of a minimum viable product, and when/how to launch a startup. Students will get an introduction to the lean canvas and each of its nine components. The goal of this course is to prepare students to go deeper with a startup company concept.

**BUS698b. Applied Entrepreneurship Project II (1)**

This final course in the series will provide students an opportunity to pitch their idea in front of a group of successful entrepreneurs and investors. Students are expected to have a complete pitch deck, financials, back up materials for all research, and any other information and data necessary to present their concept. This class culminates with an actual investor presentation with the expectation that students will be evaluated on their presentation by the investment panel. Successful projects will be funded by investors on the panel.

## Master of Science in Business Analytics

Available on Campus of San Jose, CA and Online

Starting FA24 - Pending SEVP Approval

All Modalities Pending Approval for Veteran Education Benefits at Oregon Campus - Check Website for Current Status

The MS in Business Analytics (MSBA) program (36 to 39 credit hours over 2 years) is a STEM-designated degree designed to prepare students for the dynamic, data-driven business world of the 21st century. MSBA students will be equipped to be transformative servant-leaders with the technical skills needed to make a positive impact in the marketplace. MSBA graduates will be capable of taking large, unclean amounts of data and translating it into relevant, concise, and actionable data for decision-makers. There are two tracks: work-based and research based. See program details below.

Students are required to take the computer literacy test. The minimum is 50/100 for MSBA.

### Requirements for MSBA admission (international students):

- International Graduate Application completed by applicant (\$50 non-refundable receipt)
- Official transcripts translated into English.
- U.S. equivalent GPA 3.00+ (if 2.75 to 2.99, two academic letters of recommendation are required)
- A valid passport and current I-20
- Personal essay (500+ words specific to the MSBA program and Jessup University)
- Resume or curriculum vitae (2+ FTE years of industry experience preferred)
- English proficiency minimum scores: 85 TOEFL (iBT), 6.5 IELTS, 105 Duolingo, or undergraduate program taught in English.
- Financial documents: Financial Support Declaration with a minimum of \$30,000; Current Bank Statements covering full-year expenses (within 30 days)
- Completed International Student Agreement Form
- Students with an undergraduate degree in business, commerce, or technology-related fields have no course prerequisites for the MSBA.
- Non-Business majors are required to take the Inbound Business Assessment by Orientation (based on score, Academic Leveling Modules may be required in accounting, finance, economics, and statistics).
- All MSBA students are required to take the inbound programming assessment at Orientation (based on score, additional corequisite courses may be required).

### Program Learning Outcomes:

- Demonstrate ethical (based on scriptural principles and professional industry codes of conduct) and effective decision-making in multifaceted situations.
- Communicate analytical information to both technical and non-technical audiences in speech, in writing, and visually.
- Evaluate and solve complex business issues using critical, analytical, and innovative thinking.
- Identify and apply the optimal industry analytics tool(s) and methods needed to take Big Data and produce relevant patterns that predict probable future outcomes.
- Articulate how utilizing decision models in business analytics can improve an organization's decisions, effectiveness, culture, and impact - domestically and globally.

### Work-Based Program (36 units)

Student must work while studying in this program

Introduction to Business Analytics and Ethics (BUS501)	3
Data Structures & Algorithms (CSCI561)	3
Cryptography (CSCI573)	3
Managing Business Analytics and Artificial Intelligence (BUS671)	3
Managing Enterprise Risks and Cybersecurity Analytics (BUS672)	3
Management Engineering and Design Strategy (BUS675)	3
Project Management (BUS681)	3
Big Data and Predictive Analytics (BUS691)	3
Decision Models and Analytics (BUS692)	3
Data Visualization and Communication (BUS693)	3
AI, Design Thinking, and Critical Analysis (Applied Capstone Project) (BUS697)	3
Elective Course from MBA, MSCS or IT concentration courses	3
Total Units .....	36

### Research Based Program (39 units)

Introduction to Business Analytics and Ethics (BUS 501)	3
Data Structures & Algorithms (CSCI561)	3
Cryptography (CSCI573)	3
Managing Business Analytics and Artificial Intelligence (BUS671)	3
Managing Enterprise Risks and Cybersecurity Analytics (BUS672)	3

## GRADUATE PROGRAMS

Management Engineering and Design Strategy (BUS675)	3
Project Management (BUS681)	3
Big Data and Predictive Analytics (BUS691)	3
Decision Models and Analytics (BUS692)	3
Data Visualization and Communication (BUS693)	3
AI, Design Thinking, and Critical Analysis (Applied Capstone Project) (BUS697)	3
Elective Course from MBA, MSCS or IT concentration courses	3
MSBA Research Methods I (BUSA591A)	1
MSBS Research Methods II (BUSA591B)	1
MSBA Research Methods III (BUSA591C)	1
Total Units .....	39

### Alternative Work Study/Internship

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MSCS and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved for Curricular Practical Training (CPT) authorization to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office. DSOs can point students to resources to help them meet SEVP requirements without jeopardizing F-1 status.

### MSBA Course Descriptions

#### **BUS501. Introduction to Business Analytics and Ethics**

This course is to spot the lights on the main highlights of Business Analytics in the world of data-driven decisions. In this course, students will learn the ethics of computing and consolidating reports based on data processing and analytics out of the aggregation of reports. Students will be able to explore data and predictive modeling to optimize decision-making. In addition, they will be equipped with different ethical considerations in data collection and reporting.

#### **CSCI561. Data Structures & Algorithms**

This course provides the core principles of computer science: algorithmic thinking and computational problem-solving. Techniques for the design and analysis of efficient algorithms, emphasizing methods useful in practice. Topics include divide-and-conquer, randomization, dynamic programming, incremental improvement, and complexity.

#### **CSCI573. Cryptography**

This course focuses on the mathematical and programming techniques involved in secure information and communication techniques. This is a hands-on approach. This means learning how to program and use these deterministic algorithms. The necessary mathematical methods based on number theory are discussed.

#### **BUS671. Managing Business Analytics and Artificial Intelligence**

This course is designed to provide knowledge and skills about business analytics, optimizing the structure and benefits of information systems, and building data architectures that regulate data warehousing and processing. Students will learn about the tools, methods, applications, and analytical solutions that support decision-making and effectively increase the financial and operational performance of a firm. This course also covers data mining which uses varying tools/languages based on SQL and Python.

#### **BUS672. Managing Enterprise Risks and Cybersecurity Analytic**

This course covers the importance of establishing and maintaining a digitally safe workplace through best practices. It highlights the critical impacts and risks of weak/unsecured platforms. Students will learn to identify and analyze risks that occur through internal or external attacks. They also learn about the latest frameworks that enable integrating the most secure solutions to prevent vulnerability and hacking breaches. This course assesses the pros/cons of various cybersecurity systems as well as the long-term ROI of these systems.

#### **BUS675. Management Engineering and Design Strategy**

In this course, the students learn about the importance of the different management practices used to optimize the efficiency of Information Systems; the effectiveness of the process design in restructuring the enterprise architecture; and the benefits of Computer-Aided Software Engineering (CASE) integration in the enterprise strategy. In addition, they will study how to assess technology needs in the era of the Internet of Things (IoT), Cloud Computing, Big Data, and Blockchain revolution in order to adopt an agile Innovation Management to maximize customer satisfaction, resources management, and technology effectiveness.

#### **BUS681. Project Management**

This course analyzes the importance of assessing strategic and operational aspects of a project from a biblical perspective. Quantitative methods explore a variety of current project management software which includes project selection, planning, scheduling, budgeting, monitoring, evaluation, and control. Qualitative methods include project staffing, organization, and team building. An emphasis is placed on the Project Management Body of Knowledge (PMBOK®), considered to be the industry standard by the Project Management Institute (PMI®). Prerequisite: Graduate standing and restricted to Business - MBA majors only

#### **BUS691 - Big Data and Predictive Analytics (3)**

In this course, the students will learn the importance of frameworks and designs to support data processing. The course covers the landscape of data-driven structure to support decision-making. In addition to the comprehensive exploration of Big Data, students will embark on a journey that combines technical and practical



expertise with ethical considerations to process data for the best use to support predictive analytics. The students will gain a profound understanding of leveraging massive datasets through learning how to use some tools to process datasets in distributed computing frameworks. This course provides a horizon to explore ethical challenges inherent in collecting, analyzing, and interpreting data. By applying real-world cases students will be able to implement strategies to identify and mitigate biases with predictive modeling in different areas.

### **BUS692. Decision Models and Analytics**

This course is to give students the ability to create robust decision models to support decisions in business landscapes. The students will be equipped with some tools and techniques that help them build decision-support models using Power BI and Excel. This course helps leverage the capabilities of the tools in designing dashboards and analytics that can be used in making intelligence possible when tons of data in facts might deviate clarity in operation and forecasting. This course combines logic, scenario analysis, and data modeling to provide a solid foundation to use Business intelligence tools in addition to learning how to manage and share knowledge when it comes to decision-making or insights sharing.

### **BUS693. Data Visualization and Communication**

In this course, the students learn how to transform raw data into meaningful outcomes that help interpret objective insights and display them in understandable visuals. One of the key learnings of this course is providing the ability to derive and design key facts and readings into displaying them via graphics, reports, and dashboards that support understanding through summative snapshots. This course enables graduate students to have a wider understanding of their managerial roles by presenting intuitive and impactful visualizations. Using Tableau, the students will be navigating basic data exploration to create advanced interactive dashboards. Through data analytics, the student will learn concepts, frameworks, and methodologies to equip them with the right skills to incorporate custom calculations and parameters for more nuanced insights that can support automation and decision-making.

### **BUS697. AI, Design Thinking, and Critical Analysis (Applied Capstone Project)**

As a capstone project, students will deliver advanced implementations of the principles of Artificial Intelligence - AI. Through their works, students will adopt a pragmatic application of the different practices of design and critical analysis that go beyond comprehensive approaches. In this capstone project, students will address complex challenges with impactful solutions that empower intelligence in decision-making and scenario analysis. In their project, they will showcase how they come up with hands-on experiences in developing intelligent solutions based on prototyping and iterative design through collaborative project management. This course is to synthesize the students' knowledge of AI, design thinking, and critical analysis through a real-world project based on advanced solutions architecture for problem-solving.

### **BUSA591 A, B, C, MSBA Research Methods I, II, III (1 unit each)**

This three-part graduate course (3 units in total) is designed to students develop a comprehensive understanding of business analytics research. Topics include the fundamentals of the scientific method and scientific inquiry, ethical considerations in research, strengths and weaknesses of various data collection methods, and basic methods of quantitative and qualitative data collection. Through in-depth research and application, this course will equip students to be able to conduct quality research in the field of business analytics.

**Master of Science in Computer Science (MSCS) with Experiential Learning**

Available on Campus in Rocklin, CA and San Jose, CA and Portland, OR and Online

*Pending Approval for Veteran Education Benefits for Rocklin, CA and Portland, OR and Online Campus - Check Website for Current Status*

and

**Master of Science in Computer Science (MSCS) with Research**

Available on Campus in Rocklin, CA and San Jose, CA and Portland, OR and Online

*Pending Approval for Veteran Education Benefits for Rocklin, CA and Portland, OR and Online Campus - Check Website for Current Status*

The Master of Science in Computer Science program at San Jose is for students who are interested in both technology and business management aspects of technology. The program is taught within a Christ-centered environment. Graduates from this program will learn the foundations of computing with the latest computing technology. The program is designed to prepare students with the latest computing and technology knowledge. It enables them to function with agility in the three main areas of Computer Sciences: Programming & Software Development, Software Engineering, and Data Intelligence & Security. With the business management training, students will be able to be project managers and technology leaders.

Each class is a 7-week course. Class meetings are held two weekends during these seven weeks. Each weekend class consists of a Friday evening and a full Saturday.

**Program Outcomes**

Upon successful completion of the MS in Computer Science, a graduate will be able to:

- Analyze different data structures and algorithms for particular domain of problems
- Understand the different algorithms involved in data science, and how data is cleansed, analyzed and how patterns are derived
- Understand modern software engineering concepts, techniques, practices, and tools, and will be able to apply them to the development of complex software systems.
- Demonstrate advanced knowledge and skills in these four fields of databases, data science, distributed systems and artificial intelligence.
- Communicate effectively both orally and in writing on these four fields.
- Articulate an understanding of social, professional, ethical (based on Judeo Christian biblical concepts), legal and security issues in computing.
- Embrace lifelong learning and exhibit the knowledge, skills and attitude for adapting to new environments and technologies.

The MSCS program is designed for students who are interested in applying what they learn while they are attending classes. This program enables students to get a first-hand experience in the field they are pursuing and to apply and practice their academic knowledge in real terms.

**Admission Requirements**

Basic full admission requirements into the program are consistent with the graduate studies policies already established by the University. They include:

- Verification of a Bachelor's degree in computer science or equivalent from a regionally accredited institution
- University application form
- Two personal reference forms
- Undergraduate GPA of 3.0 or better

Additional requirements for the MSCS program include:

- A comprehensive and working knowledge of two programming languages (e.g. Java, Python, C and C++, etc.). Prefer at least two years of programming.
- Comprehensive mastery of an operating system (e.g., Windows), skills in navigating the Internet, using computer tools such as word processors, file and document processing, spreadsheets, etc.
- The students must take the MSCS placement test (Online Test through a third party on the orientation day) to check if they qualify for the program or need to take prerequisites.
- Take the Computer literacy test and get 80 and above (If less than 80 students have the option to go MBA or MSBA)

**Graduation Requirements**

Graduation requirements from the program are consistent with the graduate studies policies already established by the University. They include:

- Successful completion of all prescribed courses and program requirements
- A 3.0 cumulative GPA (or better) associated with all graduate-level courses
- Computer Science major requirements: 36 units
- including 6 units elective from CS, Business, or IT Concentration

## Program Structure

There are three semesters per year, Spring, Summer and Fall. Each semester consists of two 7-week terms. A computer science course is taught per term. The program is a cohort-based structure. This means each group of students (called a cohort) follows a given set of classes to take. Within that 7-weeks, there are two assigned weekend on-ground classes which are mandatory for attendance. Each weekend class starts on Friday from 6.00 pm to 10.00 pm. On Saturday, it starts from 8.30 am to 5.30 pm.

Students are required to be on one of the two tracks (Work-based or Research-based) in an internship to related the practical work experience with their learning from the program.

## Practicum and Research Tracks

Jessup University [along with the School of Business] desires that its graduates will exemplify transformational leadership in church and society through the integration of their faith, learning, and critical thought in the arenas of Christian literacy, communication, intellectual skills, professional competence, and global citizenship. Through its program, the JSOB provides market-driven programs that equip students with practical learning through pragmatic learning experiences.

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MScS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

## Practicum-Based Program

- 33 credits
- Requires working by the end of the second semester.
- Students must work part-time or full-time for a minimum of two semesters.
- International Students must apply for Curriculum Practical Training CPT/I20 before starting work.
- Students will be registered every semester in a No Credit course "Computer Science Practicum" that collects feedback from the learning experience.
- At the end of every semester, students must submit a learning experience report.
- Students who do not get a job by the end of their second semester must submit a request to join the Research-based Program.

### Pre-Requisites

*(Students must provide transfer work for the prerequisites or may complete these courses as part of their qualifications in the program. Student may also prove knowledge through testing. After acceptance, please contact department for details.)*

Java (CSCI501)	3
Python (CSCI502)	3

### Program Requirements

Web Stack (CSCI 515)	3
Secured Systems (CSCI 540)	3
Software Engineering (CSCI 552)	3
Operating Systems (CSCI 555)	3
Data Structures and Algorithms (CSCI 561)	3
Data Science (CSCI 565)	3
Mathematical Methods (CSCI 572)	3
Cryptography (CSCI 573)	3
Database Systems (CSCI 580)	3
Project Management (BUS 681)	3

Any two (2) from the following courses: 6

Mobile Computing (CSCI 510)
Computer Networking (CSCI 525)
Foundations Artificial Intelligence (CSCI 530)
Distributed Systems (CSCI 560)
Programming Languages (CSCI 570)

- Innovation and Technology (BUS670)
- Managing Business Analytics and Artificial Intelligence (BUS 671)
- Managing Enterprise Risks and Cybersecurity Analytics (BUS 672)
- Information Technology Management (ERP, CRM and BI) (BUS 673)
- Customer Relations Management (BUS 674)
- Management Engineering and Design Strategy (BUS 675)
- Seminars/Special Topics in Knowledge Management (BUS 676)

**Total Program Units..... 36**

The same traditional program requires students to work on CPT for no less than 15 hours/week for a minimum of two semesters, maximum by the end of the second semester. Working while studying is one of the academic requirements that allows students to bridge the gap between academia and the practical world. The involvement of the students in the corporate environment blended with the materials they learn in class through group-oriented projects will optimize their knowledge and set them ready for exponential career development. At the end of every term, the students submit lessons learned reports that reflect their learning experience with observations about skills required in the industry through the continuous advancement of innovation and changes. This retrospective knowledge is to be used in course improvement, program development, assessment, and accreditation continuation.

**Research-Based Program**

- Additional 3 credits. No extra term
- Students who are in the Research-based Program stay in the program even if they get a job after the second semester.
- Students need to take an additional 3 credits over three semesters (1 credit per semester)
- Students need to submit research progress by the end of the third and fourth semesters
- Students need to submit a full research report/thesis by the end of their fifth semester
- Students must go by the university research policy requirements including IRB approvals
- Students will be registered every semester in a No Credit course "Computer Science Practicum" that collects feedback from the learning experience.
- If a student does not deliver quality work in the fifth semester, then they must take an additional credit in the sixth semester to meet the research quality requirement.

To include students who are research-oriented and prefer not to work during their studies, we introduced a new modality to ensure factual learning through industrial research.

If a student decides to continue without working on CPT by the end of the second semester they join the research-based modality that requires publishing an industrial research paper.

The research-based program consists of the same courses as any program plus three research courses of 1 credit each. They start taking them in the third semester. In this course, students would select a company that they will study and try to implement research analysis that studies a project-based case. Over the three semesters, students are required to work on identifying a challenging problem, work on conceptual modeling, and come out with recommendations based on their findings from the quantitative and qualitative research conducted. By the end of the third course, students would need to consolidate their findings and produce a research paper following the IRB guidelines and APA 7 format.

**Pre-Requisites**

*(Students must provide transfer work for the prerequisites or may complete these courses as part of their qualifications in the program. Student may also prove knowledge through testing. After acceptance, please contact department for details.)*

Java (CSCI501)	3
Python (CSCI502)	3

**Program Requirements**

Web Stack (CSCI 515)	3
Secured Systems (CSCI 540)	3
Software Engineering (CSCI 552)	3
Operating Systems (CSCI 555)	3
Data Structures and Algorithms (CSCI 561)	3
Data Science (CSCI 565)	3
Mathematical Methods (CSCI 572)	3
Cryptography (CSCI 573)	3
Database Systems (CSCI 580)	3
Project Management (BUS 681)	3
CSCI Research Methods I, II, III (CSCI591A, B, C) (1 unit each)	3
<u>Any two (2) from the following courses:</u>	6
Mobile Computing (CSCI 510)	
Computer Networking (CSCI 525)	
Foundations Artificial Intelligence (CSCI 530)	
Distributed Systems (CSCI 560)	
Programing Languages (CSCI 570)	

Innovation and Technology (BUS670)  
 Managing Business Analytics and Artificial Intelligence (BUS 671)  
 Managing Enterprise Risks and Cybersecurity Analytics (BUS 672)  
 Information Technology Management (ERP, CRM and BI) (BUS 673)  
 Customer Relations Management (BUS 674)  
 Management Engineering and Design Strategy (BUS 675)  
 Seminars/Special Topics in Knowledge Management (BUS 676)

**Total Program Units..... 39**

### **Alternative Work Study/Internship**

Graduate programs at Jessup are designed for working professionals focused on career advancement and to prepare students entering the workforce. The knowledge and skills learned throughout the curriculum are directly applicable in the industries to which students are associated. Professional work experience is integral to the established curriculum. Each course in graduate degree programs has multiple applied projects and work-related assignments. Jessup requires all students enrolled in graduate degree programs (MBA, MSCS, MSBA, and MAcc) to demonstrate applied use of the curriculum in their respective jobs. These experiences allow students to further develop their skills and maximize their potential career opportunities or advancement upon graduation.

All internships require prior School approval. A student's internship experience must relate to the program of study. To fulfill the integration of practical training experience into all phases of graduate degree programs, F-1 students must request to be approved by the director of the program for Curricular Practical Training (CPT) to participate in off-campus internships (paid or unpaid). An F-1 student must be authorized by Jessup's Designated School Officials (DSO) prior to beginning an alternative work study/ internship. For more information on how to apply and when to apply, students should contact the International Student Office.

### **Course Descriptions**

#### **CSCI 501. Java (3)**

This course is to prepare the students to learn the foundations of Java. The student will gain extensive experience in writing, designing, and compiling, object-oriented designs. This will enable them to have knowledge of possible implementation dependencies. It is intended to let application developers write once, run anywhere, meaning that compiled Java code can run on all platforms that support Java without the need for recompilation.

#### **CSCI 502. Python (3)**

Python is a high-level OOP programming language. It has been one of the most popular programming languages of recent years and has many areas of application from web applications to machine-learning and data science. This course is designed to teach students to program in Python in a practical and hands-on manner using industry-standard methods, tools, and technologies. It not only teaches students the Python programming language but also improves their algorithmic thinking and problem-solving capabilities so that they can write code that works and produces the desired functional results. Giving students enough well thought coding exercises ensures this.

#### **CSCI 515. Web Stack (3)**

This is a practical introduction to web construction from the frontend to the backend. This is usually referred to as full-stack development. In this course JavaScript is the language for both frontend and backend development. Students will be exposed to different web architectures and frameworks. JavaScript on the frontend will be used for high interactivity while JavaScript in the backend will interact with the environment – files and databases, and other sites.

#### **CSCI 510. Mobile Computing (3)**

An introduction to mobile computing with a strong emphasis on application development for the Android operating system. This course covers software mobile application development, its architecture and lifecycle, as well as its inherent design considerations. Students will learn about mobile resources, activities, views, layouts, and intents in addition to interacting with the location based services, messaging services, multimedia interfaces, and sensors available on the mobile device. Topics will include the Android development environment, user interfaces, activities, intents, content providers / content resolvers, services, broadcast receivers, persistence, MBaaS, location, sensors, graphics, and other Android features, tools, and capabilities.

#### **CSCI 525. Computer Networking (3)**

Introduction to wired/wireless network principles, organization, topologies, hardware, applications, and protocols in the context of the Internet protocol stack. Configuration and implementation of local area networks and intranets. Utilization of Internet protocols, packet forwarding, and routing. Use of Wireshark for hands-on interaction with network protocols.

#### **CSCI 530. Foundations of Artificial Intelligence**

Provides a study of the field of artificial intelligence in the areas associated with machine learning, generative modeling, network simulation, language processing and object recognition. Provides a survey of the various software architectures and projects related to the use and application of artificial intelligence.

#### **CSCI 540. Secure Systems (3)**

Covers the foundations of operating systems and network systems in the context of security. Examine network security protocols and use of network and OS tools. Covers the management of systems and current set of both open source and commercial tools to secure the system.

#### **CSCI 552. Software Engineering (3)**

This course focuses on providing software development skills, systems engineering, customer collaboration, and management skills necessary for leadership in software engineering. It examines the life-cycle development of software systems and the development models including such emerging trends as software-intensive systems of systems, high assurance, agile methods, COTS integration, mobile and distributed network-centric architectures, and rapid software development and evolution. The program includes experience in real-client class projects and evaluation assignments. Performance engineering and metrics are discussed.

**CSCI 555. Operating Systems (3)**

This course examines the four main abstractions for an operating system. These are process, memory, storage and network programming. A number of practical simulations on these four abstractions are examined. For process abstraction topics on threads, multiprocessing and distributed processing are distributed.

**CSCI 560. Distributed System (3)** Provides the examination of various components of software infrastructure required for distributing computing. Examines network protocols and API supporting this paradigm. Examines the necessary requirements of fault-tolerance, synchronization, consistency and security.

**CSCI 561. Data Structures & Algorithms (3)**

Provides the core principles of computer science: algorithmic thinking and computational problem solving. Techniques for the design and analysis of efficient algorithms, emphasizing methods useful in practice. Topics include divide-and-conquer, randomization, dynamic programming, incremental improvement, and complexity.

**CSCI 565. Data Science (3)**

This is an introductory class on the use of R for doing Data analysis, Modeling/statistics and prototyping. The focus is on techniques for data analysis and presentation of the analysis in useful visualization forms. Techniques and algorithms (including machine learning) are used for finding meaningful patterns. Looks into the combination of mathematics, statistics, programming, and the context of the problem to come up with different insights. Also deals with the issues of clean data.

**CSCI 570. Programming Languages (3)**

Provides the fundamental concepts of programming languages. Introduction to functional languages like scheme, and functional aspects in procedural languages like Python. Introduction to language interpretation and a possible implementation of a language parser.

**CSCI 572. Mathematical Methods (3)**

Students will learn how to apply math concepts to programming for visualization. Students will learn how to tailor mathematical approaches to programming needs such as faster computation or less memory usage. Students will learn mathematical solutions for 2D and 3D environment simulations. Topics include linear Algebra

**CSCI 573. Cryptograph (3)**

This course focuses on the mathematical and programming techniques involved in secure information and communication techniques. This is a hands-on approach. This means learning how to program and use these deterministic algorithms. The necessary mathematical methods based on number theory are discussed.

**CSCI 580. Database Systems (3)**

Provides the concepts and theory of database management systems. Topics include database system architectures, data models, query languages, conceptual and logical database design, physical organization, and transaction management. The entity-relationship model, relational model and object models are examined.

**CSCI591 A, B, C, CSCI Research Methods I, II, III (1 unit each)**

This three- part graduate course (3 units in total) is designed to help students develop a comprehensive understanding of computer science research. Topics include the fundamentals of the scientific method and scientific inquiry, ethical considerations in research, strengths and weaknesses of various data collection methods, and basic methods of quantitative and qualitative data collection. Through in-depth research and application, this course will equip students to be able to conduct quality research in the field of computer science.

## Master of Science in Management and Leadership

Available Online

*Pending Approval for Veterans Education Benefits. Check website for current status.*

*Students enrolled in the Master of Science in Management and Leadership program will gain the management and leadership skills they need to further their career or expand their level of responsibility within their organization as a team member, supervisor or manager. Each course in the program seeks to integrate theory and practice in a way that will help students lead and serve in a dynamically changing and diverse workplace. All courses are taught from the perspective of a Christian worldview that embraces strong moral character as essential to the ethical practices that are necessary in building a successful business or organization.*

### Program Outcomes

The Master of Science in Management and Leadership degree is designed to help students gain the following program outcomes:

- Students will be able to explain how various leadership theories help predict the actions of a leader and the impact their behavior can have on individual, group, and organizational behavior. (MGT.1)
- Students will be able to implement various practices, processes, and strategies, based on proven principles, that will aid in their organization's success. (MGT.2)
- Students will be able to demonstrate how leaders mitigate, manage, and transcend conflict. (MGT.3)
- Students will be able to apply ethical principles to ethical decisions that leaders and managers often encounter. (MGT.4)
- Students will be able to formulate a strategic plan to improve an organization's performance. (MGT.5)
- This program is fully online and follows the University's online 8-week academic calendar.

### Application Procedure

The priority deadline to apply for admission is March 1 for the Fall Semester and December 1 for Spring. Applications are welcome after that time and admission decisions are made on a rolling basis as space allows. The Admission Committee generally makes decisions on application files upon receipt of a signed MS in Management and Leadership Application for Admission, including the admission essay and \$40 application fee, two reference forms (a Christian Character Reference, and an Academic or Professional Reference), official academic transcripts for all postsecondary coursework, and completion of an admission interview.

### Admission Requirements

- Possess a four-year baccalaureate degree from a regionally accredited college or university (or a nationally accredited program that has the academic breadth required to ensure success academically in graduate studies at MU), with an overall minimum 3.0 grade point average.
- Evidence of a personal faith, having committed his/her life to Jesus Christ as personal Savior, and of a commitment to the mission and values of Multnomah University.
- Evidence of capability to succeed academically and professionally.
- Graduate program requires a minimum of 30 units in residency.

### Graduation Requirements

- Complete all general graduation requirements as listed in earlier in this section
- Earn a minimum cumulative grade point average of 3.0 (4.0 scale)
- Normally complete the program within a four-year period from the date of matriculation

### Core Courses

Foundations of Leadership (MGT501)	3
Organizational Design and Innovation (MGT503)	3
Managing Organizational Conflict (MGT504)	3
Leading Teams (MGT506)	3
Budgeting and Financial Planning (MGT510)	3
Managing Organizational Diversity (MGT520)	3
Ethical Leadership (MGT521)	3
Strategic Planning and Management (MGT601)	3
Project Management (MGT602)	3
Action Research Project (MGT604)	3
<b>Total Credit Hours:</b> .....	<b>30</b>

### Course Descriptions:

#### **MGT501. Foundations of Leadership (3)**

Analyze current leadership theory and how theory influences practice. Students will gain insight into their own leadership behavior and what skills will help them become a leader that inspires others.

#### **MGT503. Organizational Design and Innovation (3)**

Understand organizational design and innovation to better position an organization in a way that will allow it to perform efficiently, effectively and innovatively in achieving its goals.

**MGT504. Managing Organizational Conflict (3)**

Develop a conceptual understanding of the psychological and behavioral forces of interpersonal and group conflict. Learn the techniques and skills necessary to prevent, manage and resolve workplace conflict.

**MGT506. Leading Teams (3)**

Develop the skills you need to understand and manage team dynamics. Learn how to promote effective team processes, group cohesion, collaboration and problem solving.

**MGT510. Budgeting and Financial Planning (3)**

Understanding the principles and techniques for making sound fiscal decisions through the budgeting process.

**MGT520. Managing Organizational Diversity (3)**

Understand how leaders can manage and lead a global and diverse organization that encourages talent and innovation.

**MGT521. Ethical Leadership (3)**

Understand how the decisions leaders make can create or erode ethical behavior within an organization.

**MGT601. Strategic Planning and Management (3)**

Learn how to become a strategic leader that can plan, develop and execute organizational initiatives.

**MGT602. Project Management (3)**

Develop the knowledge, skills and techniques that are necessary to successfully complete specific goals. Students will learn the five phases of project completion: initiating, planning, executing, controlling, and closing.

**MGT604. Action Research Project (3)**

Apply some of the knowledge you have gained by completing an action research project for an organization that is seeking to better understand or solve an organizational problem.



# School of Education

The School of Education currently offers two graduate programs: the Master of Arts in Education (MAEd), and the Master of Arts in Teaching (MAT).

## Master of Arts in Education (MAEd)

Available Online

### General Information

The Master of Arts in Education degree program is designed to provide a broad context for individuals desiring to serve in a leader-educator capacity and to represent a scholar practitioner focus. Individuals may be currently working in, or aspiring to work in, a venue which focuses on assisting others in their learning. The program is designed to develop foundational skills as well as to aid candidates in the application of ideas on learning and teaching or training in a variety of venues, both nationally and globally. Venues represented among program participants may be as diverse as K-12 educators, higher education faculty, community and corporate trainers, researchers, to church leaders. Included throughout the coursework candidates have multiple opportunities to explore the social, cultural, and philosophical trends that impact learning and the learning environment. Throughout the program there is a strong research focus which is designed to assist leaders in linking professional practice to research-based strategies and implementation within their teaching-learning context. Additionally, the character traits from Galatians 5:22-23 are embedded within the instruction for each course, providing for a values-based approach to serving as a leader-educator. It is expected that all candidates will experience transformation in their personal, spiritual, and professional practice while receiving a quality graduate education. Candidates have the option to submit assignments to earn a Preliminary Administrative Services Credential (PASC) which authorizes holders to serve in an administrative role in California's K-12 public school settings. The MAEd is fully aligned with the standards for Educational Leaders (CAPES) and approved by the California Commission on Teacher Credentialing (CTC.)

### Program Expectations

It is expected that all participants in the Master of Arts in Education program will develop and improve their skills in serving as a leader and educator within their desired or current professional context. Candidates will also bring with them valuable knowledge and skills, as well as life experiences that will enhance and enrich their learning, as well as the learning of their cohort. It is expected candidates will grow spiritually and will learn new ways to implement and express their God-given abilities in serving others.

### Program Learning Outcomes

Upon completion of this program, candidates will have had opportunity to develop in their ability to:

- Promote and Implement a Comprehensible Shared Vision
- Assess and Influence Policy, Practice, and Learning
- Engage and Support Students, Family, Community, and Others
- Plan and Design Innovative Learning Experiences
- Create and Manage Effective Educational Environments
- Mature as a Scholar-Practitioner
- Grow as an Instructional Leader-Educator
- Character Development of Ethics and Integrity

### Core Courses (36 units)

EDU504 Instructional Leadership	3
EDU520 Developing and Implementing a Shared Vision	3
EDU521 Coaching, Mentoring, and Effective Team Building	3
EDU522 The Christian Leader	3
EDU531 Family and Community Engagement	3
EDU532 Management and Learning Environment	3
EDU590 Data Analysis in Education	3
EDU606 Ethics and Integrity	3
EDU607 External Context and Policy	3
EDU690 Leadership Roles in Education	3
EDU697a Thesis I	3
EDU697b Thesis II	3
Total Units .....	36

## Master of Arts in Teaching (MAT)

Available on Campus in Rocklin, CA and Online Synchronous  
(Online Synchronous Available for California Residents Only)

### Program Expectations

All candidates participating in the Master of Arts in Teaching will have some degree of transformation. However, it is expected that all candidates bring with them the wealth of knowledge, depth of content, and life experience into their graduate level education. Furthermore, all candidates will complete introductory, practice, and demonstration assignments with their best efforts to help to develop the scholar-practitioner graduate culture at Jessup. While engaged in the graduate culture at Jessup, candidates will thrive spiritually, receive a quality liberal arts education, and develop highly employable skills.

### Programs

#### Multiple Subject Credential

#### Single Subject Credentials

Agriculture (AG)  
Art (AR)  
Business (BU)  
English Language Art (EN)  
Health Science (HS)  
Home Economics (HE)  
Industrial and Technology Education (IT)  
Mathematics (MA)  
Music (MU)  
Physical Education (PE)  
Science (SCI)  
Social Science/History (SSH)  
World Languages: Languages other than English (WL-LOTE)  
World Language: English Language Development (ELD) (WL-ELD)

### Program Learning Outcomes

Upon completion of the program, a candidate will be able to:

- Engage and support all students in learning.
- Create and maintain effective environments for student learning.
- Understand and organize subject matter for student learning.
- Plan instruction and design learning experiences for all students.
- Assess student learning.
- Develop as a professional educator.

#### Core Courses (41 units)

EDU501 Educational Foundations	3
EDU505* Literacy Instruction across the Curriculum	3
EDU506 Psychological Foundations	3
EDU507 Social Cultural Foundations of Education	3
EDU508* Curriculum & Instruction I: Designing for Instruction and Assessment	3
EDU509* Curriculum and Instruction II: Create/Maintain Effective Learning Environments	3
EDU572 Research Methods	3
EDU574 Scholarly Writing and Research	3
EDU575*^Student Teaching Seminar I or #EDU 650 Adv. Teaching I	6
EDU576*^ Student Teaching Seminar II or #EDU 652 Adv. Teaching II	6
EDU671 Research Project	5
Total Units .....	41

\*Courses with credential subject area focus. Candidates complete all coursework/assignments with a focus on their specific credential subject area.

^Single Subject candidates will have one full semester placement that follows their school placement calendar.

^Classes eligible for private school teaching waiver and supplement. The CCTC and California Education Code allow for private school teachers with prescribed teaching experience to waive (in lieu) the student teaching experience and the California Teacher Performance Assessment (CalTPA) requirements. CTC verifies the candidate's teaching and teacher performance expectations (teaching standards) competency.

#Course placement determined in consultation with School of Education.

### Student Teaching Waiver

Those with prior public and private school teaching experience may be eligible for a student teaching waiver. Please contact the credential analyst for more information at 916.577.2277.

### Cohort Delivery Model

The MAT/MAEd is an accelerated program where cohorts meet one day per week for three to four hours per session. Every course requires intensive homework and discussion threads through our LMS Moodle at home. While some courses require additional rigor, all courses will have homework that may include topics of study, online discussions, and additional assignments every week. The required face-to-face course time may or may not discuss these tasks in person.

### Orientation

Prior to the first class meeting, the MAT/MAEd office will host a scheduled orientation where candidates can complete the majority of the business office requirements. At this orientation, the first course expectations and assignments will be explained.

### Contact List

Dean, School of Education	Nathan Herzog, PhD 916.577.2284 <a href="mailto:nherzog@jessup.edu">nherzog@jessup.edu</a>	Credential Analyst	Angela Shindelbower 916.577.2277 <a href="mailto:ashindelbower@jessup.edu">ashindelbower@jessup.edu</a>
Associate Dean, Director of Teacher Credentialing / Field Experience Coordinator	David Bills 916.577.8022 <a href="mailto:dbills@jessup.edu">dbills@jessup.edu</a>	Data and Administrative Coordinator	Joanie Carr 916.577.2286 <a href="mailto:jcarr@jessup.edu">jcarr@jessup.edu</a>
Associate Dean, Graduate Studies	Pamela Castleman, EdD 916.577.2301 <a href="mailto:pcastleman@jessup.edu">pcastleman@jessup.edu</a>	Associate Vice President of Enrollment	Angela Switzer 916.577.2331 <a href="mailto:aswitzer@jessup.edu">aswitzer@jessup.edu</a>
General Reception	916.577.2200	Financial Aid Counselor	Jessup Financial Aid 916.577.2233 <a href="mailto:financialservices@jessup.edu">financialservices@jessup.edu</a>

### Admission Requirements

Admission decisions are made by full-time faculty in the School of Education using a combination of factors, including academic degree(s), records, and experiences. Applicants will be admitted to the program based upon enrollment availability and their ability to meet the following minimum recommended entrance requirements.

All the following documents are to be submitted to the Jessup Graduate Programs Admission Office:

#### **Résumé/curriculum vitae (MAT, MAEd)**

A résumé, or curriculum vitae, documents your prior work experience, publications, honors and awards received and a summary of your educational experiences and degree.

#### **Personal Statement (MAT, MAEd)**

A personal statement includes why you want to teach, your professional goals, attributes and qualities that you possess that make you a good candidate for the program, and any special interests and/or experiences you believe to be important for the admission committee to know. (Two-page maximum)

#### **Character Essay (MAT, MAEd)**

Essay Topic: We believe the essential character traits of a great teacher are found in Galatians 5:22-23. Choose one of these traits and explain how it might be applied in a classroom. This essay is to represent your thoughts and the quality of work you would produce during your graduate program; two-page maximum.

#### **Letters of Recommendation (three letters for MAT, two letters for MAEd)**

These should be from individuals who can assess your character, academic potential, professional commitment, and/or experience. Candidates are highly encouraged to have two letters from professional educators. Letters from friends and peers should be limited. MAEd PASC Applicants Only: One of the two letters of recommendations must be from the applicant's principal/vice principal addressing the applicants leadership potential and experience on campus, highlighting their on campus leadership roles and ability to work effectively with colleagues within a "community of practice" (e.g., grade level team, PLC, school leadership team).

### Examinations

- Basic Skills Requirement (e.g., CBEST or an equivalent exam, coursework, or a combination of the above) **(MAT, MAEd PASC Applicants only)**: [https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60\\_56](https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_56)
- Subject Matter Competency Verification (for appropriate credential subject) **(MAT)**: (SMC) can be met by completing a Commission Approved Subject Matter Program, passage of a subject matter examination (CSET), qualifying coursework (verified by a Commission approved program of professional preparation), completion of a baccalaureate degree or higher in the exact area of the credential being sought, or a combination of the above. For more information on options to meet this requirement please review (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>). (\*If SMC has not yet been met, applicants must submit verification of their registration for at least one (1) of their required CSETs.) It is the candidates responsibility to ensure that they meet SMC by the deadline outlined by the MAT program in order to be eligible for a student teaching placement.
- For direct Jessup University CBEST and CSET score reporting, the institution code # is 001281.
- Optional: Other relevant examinations

### **Baccalaureate Degree (MAT, MAEd)**

Official transcripts from a regionally accredited college or university verifying an earned baccalaureate degree.

### **Undergraduate 3.0 or better GPA (MAT, MAEd)**

Official transcripts showing an undergraduate 3.0 plus GPA is an indicator of academic potential and success at the graduate level. Applicants not meeting this standard are not automatically disqualified; however, they should provide an explanation of prior performance and describe the experiences and skills they believe indicate the ability to succeed at the graduate level.

### **Certificate of Clearance (or equivalent) (MAT)**

The Certificate of Clearance is a document issued by the California Commission on Teacher Credentialing to an individual who has completed the Commission's fingerprint and character and identification process and whose moral and professional fitness has been shown to meet the standards as established by law. See [Credential Leaflet CL-900](#) for details on applying for the Certificate of Clearance. (Applicants may also submit a copy of their valid CCTC issued Emergency 30-Day Substitute Teaching Permit to meet this requirement. It is the candidates responsibility to ensure that this permit remains valid throughout their entire teaching credential program and at time of credential recommendation.)

### **US Constitution (MAT)**

CTC requires that credential candidates complete a qualifying course or exam that covers the principles and provisions of the US Constitution.

### **Tuberculin Test (TB) Clearance (MAT)**

We adhere to the strictest interpretation of the California Education Code (Section 49406). An applicant must show evidence of a negative TB in the past year. Physical Tuberculosis (TB) tests accepted (e.g., skin test, chest X-ray).

### **Educational Field Experience (MAT)**

List and describe at least 90 hours of educational field experiences within the last three years. These experiences might include teaching, missions work, coaching, volunteering, and other involvement and endeavors.

### **Verification of a holding a valid prerequisite credential (MAEd PASC applicants only)**

See Terms and Definitions for more information on qualifying prerequisite credentials: [www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f\\_8](http://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_8)

### **Official Letter Verifying Five Years of Full-time Experience\* (MAEd PASC applicants only)**

Must be on the district or employing agency's letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources. School or district personnel other than the applicant must verify all experience See Terms and Definitions for more information: [https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f\\_8](https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_8)

*\*Candidates can be admitted into the program with only three (3) years of verified full-time experience. However, 5 years of full-time experience must be completed in order to be recommended by Jessup University's Credential Analyst for a Preliminary Administrative Services Credential*

### **Interview if requested by admissions committee (MAEd)**

## School of Education Graduate School Policies and Procedures

### Transfer Credit

A maximum of nine semester units of transfer coursework is acceptable toward meeting School of Education graduate program requirements, provided that a grade of B or higher was earned and the courses have not been counted toward any previous degree. If the school granting the credit for transfer is regionally accredited and would accept the work for graduate credit toward its degree programs, it may be considered for inclusion in the School of Education graduate studies program. Transfer credit must be approved by the Coordinator of Graduate Studies for content.

### Registration and Enrollment

To register, please contact the School of Education at Jessup.

### Maintaining Good Academic Standing

As a candidate admitted to the School of Education graduate studies program, you must maintain a minimum 3.0 grade point average in every course taken subsequent to admission to the School of Education graduate studies program, whether in your approved program, other Jessup courses, or coursework taken at another accredited institution. Failure to maintain a 3.0 average in any category will result in academic probation in the School of Education graduate studies program. Failure to remedy the deficiency within one semester with appropriate courses approved by the Coordinator of Graduate Studies will result in disqualification from the School of Education graduate studies program. Candidates disqualified from the School of Education graduate studies program will not be allowed to enroll in any regular session of Jessup for at least one year and must reapply and be admitted to a program in order to return to regular enrollment.

If at any time in and over the duration of the School of Education graduate studies program a candidate earns less than 3.0 average in two or more courses, a candidate will be disqualified from the program, will not be allowed to enroll in any regular session of Jessup for at least one year, and must reapply and be admitted to a program in order to return to regular enrollment.

### Full-Time Status

Except as noted below, full-time graduate candidates are those who are admitted to the School of Education graduate studies program and carry at least eight semester units.

### Attendance

*First absence:* Due to the accelerated nature of the School of Education graduate studies program courses, the program practices a 100% attendance policy. Consistent class attendance is mandatory for candidates.

*Second absence:* (This applies to candidates who have not filed a drop card according to policy for a course. Please refer to the policy on dropping a course for details) Any candidate who misses the FIRST TWO nights of any course without a Petition to Drop has not established attendance and will receive an "Unofficial Withdrawal" from the class, earning a "U" grade. Candidates who miss two nights of class in ANY OTHER COMBINATION will automatically receive an "F" grade. In each case, the course must be repeated at a later time at the candidate's own expense. Financial consequences may result. Financial Aid may be affected. The candidate is responsible to contact the Financial Aid office for information.

If there are extreme and extenuating circumstances that necessitate a second absence beyond the control of the candidate, a candidate may petition the automatic U/F received after the second absence. A Second Absence Petition for Reinstatement in Course must be completed and filed within 48 hours of the second absence. In such a case, the Education Graduate Committee will review the petition in order to:

- determine whether the absence warrants special accommodation, and
- determine what that accommodation should be, given the circumstances.

In most cases, if such an accommodation is granted, the candidate will be required to meet with the instructor for a make-up study over the material missed in the course. In this event, a fee will be charged to cover the cost of the make-up study. The Education Graduate Committee will consider the following factors in rendering its decision:

- The nature and reasons for both absences
- Whether the candidate has had a previous request during their academic career of a similar nature, and
- The overall academic performance of the candidate with no other late work outstanding

### Continuation Status

Candidates who do not complete the project requirements within the allotted time may continue working on the project, subject to department approval and continued enrollment. All candidates will have seven years to complete the School of Education graduate studies program starting with the beginning of the program, before they are disqualified from earning the degree.

## Academic Probation

Candidates who fall below the required 3.0 will be placed on academic probation. If a GPA of 3.0 or higher is not achieved in the following semester, the candidate will be disqualified from the program.

## Disqualification

Candidates can be disqualified from the School of Education graduate studies program for the following reasons:

- Inappropriate character antithetical to the Jessup culture. This may take place on the Jessup campus or with a partnering school/district.
- Multiple unsuccessful attempts at state mandated examinations (CBEST, CSET, RICA, TPAs) – MAT only
- Academic probation due to low academic performance or GPA
- School of Education graduate studies program work extending past seven years.

## Appeals

Appeals may be filed at any point in the program by a candidate to the Graduate Committee. Appeals are appropriate when the candidate believes that proper procedure or policy was not followed during a relevant School of Education graduate program event. When submitting an appeal please send the following information to the School of Education Coordinator of Graduate Studies:

- Name
- Reason for appeal
- Desired outcome
- Rationale for desired outcome
- Any relevant documents

Please note that instructors have complete autonomy with grades and assignments. Like all situations, please direct your first level of communication to the instructor. In the event that a candidate feels that a grade was wrongly applied to the course, the candidate should direct all correspondence to the instructor.

## Character Development requirements

At Jessup, our graduates are prepared with tools for their heads (knowledge), hands (skills), and hearts (character). Today, people are faced with growing moral decisions that require all three of these skills. For example, the Internet, television, billboards, and much more force our young people to develop character at a young age. It is essential that we prepare our students with the knowledge, skills, and character to determine appropriate thoughts, feelings, and actions. As a result, tools for the head, hands, and heart are essential to a Christian liberal arts education.

The School of Education defines character as the fruit of the Spirit from the Bible. As a Christ-centered liberal arts university, we look to the Bible as the authority of what is morally and ethically appropriate. The Bible identifies the essential character pieces as fruits that should be displayed by those who have the Spirit within them. To list, the fruit of the Spirit are **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control** (Galatians 5: 22-23). The manifestation of these fruits displays the appropriate thoughts and feelings rooted in a sound moral identity. Character development at Jessup has two primary goals which include intrapersonal character development and interpersonal character development.

## State Mandated Assessments

**Basic Skill Requirement (MAT, MAEd):** (BSR) can be met by taking the California Basic Educational Skills Test (e.g., California Basic Educational Skills Test [CBEST]) or an equivalent exam, coursework, or a combination of the above. For more information on options to meet this requirement please review CCTC's [CL-667](#) leaflet ([https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60\\_54](https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_54)) (Must be taken and passed before beginning program.)

**Subject Matter Competence (MAT):** (SMC) can be met by completing a Commission Approved Subject Matter Program, passage of a subject matter examination (CSET), qualifying coursework (verified by a Commission approved program of professional preparation), completion of a baccalaureate degree or higher in the exact area of the credential being sought, or a combination of the above. For more information on options to meet this requirement please review (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>).

Multiple Subject CSETs: For a full list of CSET(s) required for the Multiple Subject Credential, please review CCTC's [CL-674M](#) leaflet: "Verifying Subject-Matter Competence by Examination for Multiple Subject Teaching Credentials" ([https://www.ctc.ca.gov/docs/default-source/leaflets/cl674m.pdf?sfvrsn=3a689042\\_8](https://www.ctc.ca.gov/docs/default-source/leaflets/cl674m.pdf?sfvrsn=3a689042_8)) (SMC must be completed by deadline outlined on MAT matrix)

RICA (Multiple Subject Only): Reading Instruction Competence Assessment (preparatory course incorporated into program) (must be passed by deadline outlined on MAT matrix)

Single Subject CSETs: For a full list of CSET(s) required for Single Subject credentials, please review CCTC's [CL-674S](#) leaflet: "Verifying Subject-Matter Competence by Examination: For Single Subject Teaching Credentials" ([https://www.ctc.ca.gov/docs/default-source/leaflets/cl674s.pdf?sfvrsn=4b668ca2\\_14](https://www.ctc.ca.gov/docs/default-source/leaflets/cl674s.pdf?sfvrsn=4b668ca2_14)) (SMC must be completed by deadline outlined on MAT matrix)

CalTPAs (MAT): California Teaching Performance Assessment Cycles 1 and 2 (must be passed by deadline outlined on MAT matrix)

CalAPAs (MAEd): California Administrator Performance Assessments (CalAPA) Cycles 1, 2, and 3 must be met by deadline outlined on MAEd course matrix.

CPR Certification (MAT): Training must meet CTC standards and be completed by time outline on the MAT course matrix. For more information visit: [my.jessup.edu/teachingmasters/cpr-certification-mat/](http://my.jessup.edu/teachingmasters/cpr-certification-mat/)

### Assisting and Observing Guidelines

Candidates are required to complete six hours of observations and six hours of assisting in a field placement. The six hours may be completed in one day or spread out over several days.

### Student Teaching

Courses: EDU 575 Student Teaching I and EDU 576 Student Teaching II

For all requirements, please refer to the Student Teaching Handbook (available at [my.jessup.edu](http://my.jessup.edu)).

### Preliminary Administrative Services Credential (PASC) Exit Requirement

In order to be eligible for a Preliminary Administrative Services Credential (PASC) the candidate must submit proof of obtaining a qualifying administrative position upon completion of their PASC program\*

\*If a candidate has completed all necessary MAEd courses/requirements and all CCTC PASC credential requirements with the EXCEPTION of securing a qualifying administrative position, they are eligible to be recommended to CCTC for a Certificate of Eligibility. This certificate authorizes the holder to seek employment as an administrator. Please see the CCTC's PASC leaflet for more information on this certificate (pg. 2): [https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f\\_8](https://www.ctc.ca.gov/docs/default-source/leaflets/cl574c.pdf?sfvrsn=8aa3c37f_8)

### Thesis

See Thesis Handbook.

## Course Descriptions

### EDU501. Educational Foundations (3)

This is a course designed to introduce and explore the educational paradigm historically and philosophically. Candidates survey curriculum practices, teacher effectiveness, and the concepts and issues related to K-12 education. Development of personal knowledge base and understanding of the following areas will be enhanced: 1) the competing purposes and values of schools in our society; 2) the nature of the teaching profession; 3) the related impact of local, state, and federal government policies on schools; 4) current educational issues related to health, safety, laws, and protection; and 5) effective instructional design. Field experience will be required in the area of observation. The candidates will be introduced to the vital character traits associated with effective teachers.

### EDU504. Instructional Leadership (3)

Instructional Leadership is a graduate-level course focused on shaping a collaborative culture of teaching and learning informed by standards and focused on student achievement and professional growth. Candidates will learn to facilitate the integrated stages of the instructional practice including the oversight of curriculum, evaluating lesson design, and use of assessment/data to create effective educational environments. Emphasis is placed on alignment with institutional mission/vision/goals, state-adopted standards, and evidence-based assessments. Candidates will recognize that professional growth and learner improvement promote overall institutional outcomes. Candidates will be encouraged to incorporate the trait of gentleness into their curriculum.

### EDU505. Literacy Instruction across the Curriculum (3)

This foundational course prepares the candidate to assess students' language levels, make appropriate lesson plans, develop methods to help the student learn to read and write, and evaluate the student's progress toward being able to read and write the English language. The historical significance of vocabulary will be discussed, including Greek, Latin, and Anglo-Saxon roots. The candidate will learn to make these applications for students with different grade and age levels. This course helps all subject area and grade level teachers to implement reading, writing, listening, and speaking across the curriculum. Single subject candidates will focus their curriculum and content design in their selected credential area. Single subject courses will be noted on transcript by the unique category as part of the course code.

### EDU506. Psychological Foundations for Education (3)

This course focuses on explanations of how people learn, including people representing ethnic and cultural diversity. Theories and research are included with an emphasis on practical applications, such as methods used to improve learning and teaching and how learning relates to motivation, personality, development, creativity, and perception. The appropriate developmental needs associated with child, adolescent, and young adult years within grades PreK-12 will be evaluated. Current brain-based research and its application are reviewed.

**EDU507. Social Cultural Foundations (3)**

This course enables future teachers to examine a broad overview of concepts and issues related to multicultural education and the implications for teachers in a pluralistic society. Candidates will learn concepts and strategies for infusing cultural understanding into the learning environment, across all subject areas, grade levels, and learning contexts. Candidates will reflect upon the new and develop a multicultural perspective in their role as a teacher. Candidates will be informed in culturally relevant pedagogy and the distinct needs of diverse students. This course prepares candidates to provide content-specific and developmentally appropriate instructional practices that create equal access for all learners within a variety of learning contexts.

**EDU508. Curriculum & Instruction I: Designing for Instruction and Assessment (3)**

This course is designed for teaching candidates to learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices related to designing instruction, providing universal access, and evaluation. Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in math and science (including statistics and probability). Single subject candidates will focus their curriculum and content design in their selected credential area. Single subject courses will be noted on transcript by the unique category as part of the course code.

**EDU509. Curriculum and Instruction II: Creating and Maintaining Effective Environments (3)**

This course is designed for teaching candidates to learn methods and curriculum planning for teaching and learning in public/private elementary, middle, and high schools. The primary focus will be placed on learning best practices for maintaining effective learning environments and utilizing effective classroom management within the subject area(s). Each candidate will be required to demonstrate how language arts will be taught across the curriculum. Multiple subject candidates will focus their curriculum and content design in visual and performing arts, social science, history, physical education, and health. Single subject candidates will focus their curriculum and content design in their selected credential area. Single subject courses will be noted on transcript by the unique category as part of the course code.

**EDU520. Developing and Implementing a Shared Vision (3)**

As the first course in the Masters of Arts in Education program, educational leaders will learn to facilitate the development and implementation of a shared vision of learning and growth of all students. This course will focus on the development of a shared vision and a community commitment. Candidates will learn foundational educational practices that will equip and prepare them for roles as transformational-servant leaders. This course will survey leadership and organizational structure for both public and private educational organizations. Styles and functions of various leadership roles will be synthesized into a philosophy for educational leadership, regardless of the professional role. Candidates will also overview the content covered in subsequent courses including Thesis requirements, administrative roles/responsibilities, and course development.

**EDU521. Coaching, Mentoring, and Effective Team Building (3)**

Teaching, training, coaching, and mentoring are not acts performed in isolation but are best performed in collaboration with other professionals as well as with the learners themselves. This course reviews the strongest rationales for working in collaboration with others as leader-educators to promote best practices to enhance the process and outcomes of leading in a collaborative coaching and mentoring environment. Coaching and mentoring philosophies, approaches, and strategies will be reviewed and applied. Course content will also focus on adult learning (andragogy) and how leadership styles interact with learning.

**EDU522. The Christian Leader (3)**

Using the Transformational Leader Model, students will explore Biblical examples of Servant Leadership as a model for education leadership. Transformational leaders empower their teams to achieve their full potential, encourage teachers to improve their skills, and deepen their personal values with confidence in the education community.

**EDU531. Family and Community Engagement (3)**

This course introduces and investigates how education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. In education, community and family engagement is crucial to accomplishing vision, equity, and sustained resources/support. Through a range of communication strategies, a welcoming environment is created and promoted that recognizes family goals and aspirations for students. Course content will analyze how effective community involvement includes building trust, working collaboratively with the communities/families, and accessing community programs to assist all learners including those that require additional assistance. Candidates will learn that community involvement is an essential ongoing process that develops and utilizes strategies for effectively resolving conflict to reach consensus on key issues as well as communicating the importance of stakeholder support in meeting organizational vision and mission. Candidates will explore how to integrate best practices with biblical principals in leadership roles.

**EDU532. Management and Learning Environment (3)**

Description to come.

**EDU574. Scholarly Writing and Research (3)**

Welcome to Scholarly Writing and Research, a graduate course designed to help you develop your research and writing skills. This course will help to teach you the basic research and writing skills that are necessary for clear and accurate written communication. The goal is to prepare you for research project requirements for courses within the Master of Arts in Teaching, or any other academic endeavor that you might pursue. The course includes topics such as; selecting a topic, identifying research questions, populations & geography, theoretical framework, conducting research, citing sources, ethics and legalities,



plagiarism, APA formatting, research resources, and proofreading. These topics will serve as resources for you to use in your academic and professional pursuits. The ultimate goal of this course is to equip you to deliver clear written communication in your studies and professional life and to develop as a scholar-practitioner in the field of Education.

#### **EDU572. Research Methods (3)**

This course is designed to introduce candidates to research methods in the social sciences and prepare them to effectively complete their Research Project paper. Candidates will learn about the core elements of a research study and how to locate, dissect, and critically evaluate the quality of evidence in published literature. By the end of this course, the candidate should be able to conceptualize a research problem, develop a literature-based argument/solution regarding that problem, and discuss a theoretical framework for the problem and argument. Furthermore, candidates will be able to understand and distinguish qualitative and quantitative sociological research techniques they can utilize in the K-12 classroom and school.

#### **EDU575. Student Teaching I (6)**

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated. Connected to the course is the eight week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with the cooperation of a credentialed master teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experience relevant to the individual school or district. The course is open to multiple subject and single subject credential candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential. Multiple Subject candidates ONLY: It is highly recommended that the Reading Instruction Competence Assessment (RICA) be passed prior to this course.

**Prerequisites:** Passage of all prerequisite teaching courses, verification of passing the Basic Skills Requirement (e.g. CBEST or equivalent), Subject Matter Competency (e.g., CSETs or equivalent), and qualifying CPR certification.

#### **EDU576. Student Teaching II (6)**

This course will allow candidates to practice and demonstrate how to appropriately design instruction and design, implement, and analyze assessments within a variety of grade levels and subject areas. The latest research on effective research will also be evaluated. The course will provide support and sharing of best practices among student teachers where strategies and value added experiences can be collaborated. Connected to the course is the eight week full-day student teaching field experience. Candidates will teach under the guidance of a Jessup supervisor with the cooperation of a credentialed master teacher in a traditional classroom. In the field candidates should experience preparation, instruction, assessment, cumulative files, STAR results, IEPs, SSTs, RTI, PLC, faculty meetings, and a variety of educational experience relevant to the individual school or district. The course is open to multiple subject and single subject credential candidates who have met all requirements according to the student teaching application and the student teaching handbook. The candidate will prepare and submit the California Teaching Performance Assessments as part of this course. Candidates must pass the CalTPA exams to be recommended for a preliminary credential. Multiple Subject candidates ONLY: It is highly recommended that the Reading Instruction Competence Assessment (RICA) be passed prior to this course.

**Prerequisites:** Verification of passing the Basic Skills Requirement (e.g. CBEST or equivalent), Subject Matter Competency (e.g., CSETs or equivalent), and qualifying CPR certification; EDU 575.

#### **EDU590. Data Analysis in Education (3)**

This course is designed to provide an understanding of research writing and data analysis techniques in research and specifically for the completion of their own Thesis. Topics covered include (1) theory construction, (2) hypothesis formulation, (3) measuring and evaluating variables, (4) organizing and cleaning data for analysis, (5) descriptive and inferential statistics, (6) data analysis using sophisticated tools (Excel - Data Analysis Tools), (7) data interpretation, (8) describing results and (9) presenting and defending research. The course covers basic statistical tests: z-test, t-test, correlation, and analysis of variance. During this course, candidates will simultaneously draft chapter one and three of the Thesis, obtain data from their research site/data source, & receive IRB approval for their topic in coordination with their Project Mentor as part of the Project course (if also enrolled in the Project course).

#### **EDU606. Ethics and Integrity (3)**

This course focuses on educational leadership explanations of how people learn, including people of ethnic and cultural diversity. Theories and research are included with emphasis on practical applications, such as methods used to improve learning and teaching, and how learning relates to motivation, personality, development, creativity, and perception through ethical leadership. The appropriate developmental needs associated with child, adolescent, and young adult years within grades PreK-12 will be evaluated. Current brain-based research and its application are reviewed. A main focus of this class includes exemplifying ethics and integrity. Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

#### **EDU607. External Context and Policy (3)**

Social & Cultural Impact on Context and Policy encourages candidates to carefully consider and advocate for a wide range of beneficial policy decisions while engaging learners, staff, community, and stakeholders. Candidates utilize technology to gather data and improve communication skills through a variety of mediums. By gathering and sifting through available information, candidates will learn to interpret and utilize data to better understand the social and cultural aspects of the population they strive to serve. Going beyond merely complying with state and local regulations, candidates promote policy changes and resources beneficial to their learners and institutions context while modeling ethics and integrity.

#### **EDU650. Advanced Teaching I – Curriculum Planning and Content Standard with Action Research (6)**

Designed to take a deep dive into the art of curriculum planning aligned to content standards and current research, students will explore the necessity of perceptive teaching: the belief that teachers must know themselves and their students while cultivating culturally sensitive, safe, and inviting spaces for learning for all students. Five unique approaches to lesson planning will be discussed: behaviorist, constructivist, aesthetic, ecological, and integrated social–emotional learning. The course will provide the rationale for each approach, as well as its theoretical background, practical applications, and critiques and considerations. Students will design a job embedded action research project on the curriculum topic of their choice. This course has an action research lab requirement.

#### **EDU652. Advanced Teaching II – Positive Behavior Interventions with Action Research (6)**

Examine how educators can implement school-wide positive behavioral interventions and support to create an encouraging, productive school culture through a PBIS framework. Students will analyze the three tiers of support using school site data to facilitate action research projects. These Action Research projects may be used to solve real-world classroom management issues and cultivate a positive classroom environment at their schools. Classroom scenarios and case studies will be discussed from educators who have successfully adopted PBIS structures. This course has an action research lab requirement.

#### **EDU653. Advanced Teaching I—Curriculum Planning and Content Standards (3)**

This advanced elective course is designed to explore content-specific curriculum planning aligned to content standards and relevant research for students seeking to add a single subject credential. Five unique approaches to lesson planning will be discussed: behaviorist, constructivist, aesthetic, ecological, and integrated social–emotional learning. Students will engage in subject-specific content using a theoretical lens to develop strategies to engage all learners. This course will provide the rationale for each approach and its theoretical background for practical applications.

#### **EDU671. Research Project (5)**

In this course, candidates will complete their capstone project in coordination with their project mentor. This independent study course guides students through the process of completing their literature review; crafting practice, research and policy recommendations for the field of education based on that literature; and finalizing and presenting their project paper. Working directly with the assigned project mentor and structured on each candidate's individual progress, topics may include developing a theoretical argument, identifying a theoretical framework, crafting recommendations, and writing techniques (word choice, advanced grammar, etc.). Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

#### **EDU675. Thesis I – Proposal (4)**

This course guides candidates through the process of writing either their thesis following the guidelines/practices of their field. Depending on student abilities, course topics generally include idea organization and development, word choice, advanced grammar, research methodology, research data analysis and statistics, and revising their own writing. Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

Thesis I is part one of a two-part thesis sequence. In this course candidates will complete chapters one through three of the proposal, collaborate with a participating school, and coordinate with their mentor. The reading and writing assignments and in-class activities will be determined by the specific needs of the students in this class, i.e., their level of language proficiency and current knowledge of proposal and thesis writing. Considerable attention in class is given to the rhetorical and grammatical analyses of sample thesis proposals or chapters, while in writing conferences candidates discuss their thesis (specific chapters) writing. This course also discusses the writing conventions of various kinds of academic correspondence.

#### **EDU676. Thesis II – Defense (4)**

This course guides candidates through the process of writing either their thesis following the guidelines/practices of their field. Depending on student abilities, course topics generally include idea organization and development, word choice, advanced grammar, research methodology, research data analysis and statistics, and revising their own writing. Plagiarism and citation of sources are also covered. Individualized attention is an integral part of the course.

#### **EDU677. Thesis Continuation**

This course is an extension for EDU 697 and is for students needing extra time to successfully complete their MAED Thesis. Working with an individual mentor, students will refine idea organization, academic language, advanced grammar, research methodology, data analysis, and statistics, while revising their thesis. Considerable attention is given to the rhetorical and grammatical analyses of thesis proposals and chapters in scheduled conferences facilitated by the mentor.

#### **EDU690. Leadership Roles in Education (3)**

This course is designed to provide an overview of quantitative and qualitative research methods in the social sciences. Topics covered include (1) identifying and creating a research problem and purpose, (2) hypothesis formulation and theory construction, (3) locating, evaluating, summarizing and synthesizing scholarly literature (4) the measurement and evaluation of research variables, and (5) quantitative and qualitative data collection techniques. By the end of this course, you should be able to conceptualize a research problem and develop a number of complementary designs for data collection approaches to address that problem. You should be able to prepare a research proposal, and critically evaluate the quality of evidence in published research. Furthermore, candidates should appreciate both the strengths and the limitations of research techniques, and will have a solid foundation for beginning to form a vision and conduct research on their own. Utilize others in collecting, analyzing, and sharing data to support learning institutional goals and equitable learning opportunities for all.

#### **EDU697a/b. Thesis (6)**

In this course, candidates will propose/complete their thesis, coordinate with their thesis mentor, and present a structured thesis defense. In coordination with EDU 590 Data Analysis and Research Statistics, this cooperative-mentor study course guides students through the process of designing and defending their thesis research proposal by meeting specified thesis milestones. Working directly with their assigned thesis mentor and structured on each candidate's individual passions, topics are

developed and explored by candidates with support and oversight from their mentor. Proper APA citation of sources, tables, and figures are also covered. Individualized mentor and peer support opportunities are an integral part of this capstone course.

# School of Natural & Applied Sciences

## Master of Healthcare Administration (MHA)

Available Online with In-Person Symposiums in Rocklin, CA

Approved for FA24

Pending Approval for Veterans Education Benefits - Check Website for Current Status

The Master of Healthcare Administration (MHA) is a hybrid program crafted to empower future healthcare leaders with the knowledge and skills essential for success in the complex and dynamic healthcare industry. It is meticulously designed with a Christian philosophy deeply rooted in fostering compassionate, ethical, and innovative leaders who can navigate the multifaceted challenges of healthcare management.

Jessup's MHA program offers a flexible and dynamic learning experience primarily offered through a hybrid format, combining the advantages of on-campus and online learning with collaborative mentoring with our partners in healthcare settings. A blended approach allows you to engage in meaningful face-to-face interactions with faculty and peers during on-campus sessions while providing the convenience of online coursework to accommodate busy schedules and individual learning preferences.

### Learning Outcomes

- In-Depth Healthcare Knowledge – Graduates will possess a comprehensive understanding of healthcare systems, policies, and practices.
- Ethical Decision-Making – Graduates will demonstrate ability to make effective ethical decisions in healthcare management.
- Effective Servant/Team Leadership – Graduates will have the ability to lead healthcare teams effectively.
- Healthcare Data Analysis – Graduates will be proficient in healthcare data analysis.
- Strategic Healthcare Planning – Graduates will be skilled in developing and implementing strategies for healthcare organizations.
- Global Healthcare Perspectives – Graduates will appreciate the global dimensions of patient-centered healthcare Advocate for Healthcare Equality and Quality – Students will advocate for culturally sensitive patient-centered care and quality improvement within healthcare organizations.
- Engage in Community Service – Students will recognize the importance of community service and social responsibility, actively engaging in initiatives that contribute to the well-being of their local and global communities.

Healthcare Information Systems, Health Informatics, and Statistical Data Analysis (MHA510)	3
Healthcare Systems, Hospital Organization, and Health Policy (MHA530)	3
Hospital and Ambulatory Operations and Change Management (MHA532)	3
Healthcare Financial Management, Medical Reimbursement & RCM, and Budgeting (MHA540)	3
Healthcare Economics and Policy: Exploring Ethical Perspective (MHA550)	2
Healthcare Human Resources, Medical Staff, and Health Law (MHA560)	3
Healthcare Law, Ethics, and Christian Values (MHA562)	3
Transformational Servant Leadership for Senior Leaders (MHA570)	2
Introduction to Servant Leadership, People Management, and Communication in Healthcare (MHA581)	3
Population Health, Healthcare Quality, and Data Analysis (MHA590)	2
Symposium (MHA600A)	1
Symposium (MHA600B)	1
Symposium (MHA600C)	1
Symposium (MHA600D)	1
Practicum (MHA675A)	2
Practicum (MHA675B)	2
Practicum (MHA675C)	2
Strategic Planning, Marketing, and Communication (Capstone Integrative Course) (MHA698)	3

**MHA Total** .....40

### COURSE DESCRIPTIONS:

#### **MHA510. Healthcare Information Systems, Health Informatics, and Statistical Data Analysis (3)**

A comprehensive examination of healthcare information systems, health informatics, and statistical data analysis, participants will acquire the tools essential for leveraging data to drive informed decision-making and enhance patient outcomes. From deciphering electronic health records to exploring clinical decision support systems and statistical analysis methodologies, this course empowers healthcare professionals with the expertise needed to navigate and optimize data-driven approaches within healthcare institutions. The metrics of population health and clinical quality measures will be introduced. By the course's culmination, participants will emerge ready to harness the potential of technology, informatics, and statistical analysis to elevate healthcare delivery, stimulate innovation, and advance overall health outcomes for individuals and communities alike.

#### **MHA530. Healthcare Systems, Hospital Organization and Health Policies (3)**

A comprehensive examination of the history, structure, and regulations shaping compassionate healthcare delivery and healthcare organizations in the United States with particular emphasis from a Christian worldview on these topics. Participants will explore various regional health entities, including Sutter Health, Kaiser Permanente, Dignity Health, public hospitals, the VA system, for-profit and non-profit institutions, charitable and religious hospitals, as well as rural hospitals and medical groups. Some surveys of international healthcare systems will be given. Key factors influencing health outcomes, including social determinants of health and patient empowerment, along with a detailed analysis of the dynamics of healthcare delivery and interactions among stakeholders are central to the goals and objectives of this course. The policy segment delves into the evolution and reform dynamics, empowering students to navigate political intersections and contribute to evidence-based public health policies. The course seamlessly integrates theoretical concepts with real-world case studies, fostering a comprehensive understanding of the healthcare landscape. Graduates emerge equipped to lead and innovate in the ever-evolving healthcare sector including the health systems in the Greater Sacramento region.

**MHA532. Hospital and Ambulatory Operations and Change Management (3)**

An exploration of the intricacies of hospital and ambulatory operations while integrating Christian values into change management practices. This course delves into the concrete settings of healthcare delivery, highlighting operational strategies, process improvements, and effective leadership. Students will study hospital departmental operations as well as physician organizations in greater depth, understanding the metrics used to evaluate performance. They will gain an understanding of the roles of multifarious clinical teams or administrative groups play, including providers, nurses, clinical technicians, numerous support staff, and other experts and professionals. Of special focus will be the role of the COO, CNO, directors, and managers, as well as human resources, the CEO, and the board of directors. Hospital committees and medical staff leadership will be studied, as well as technological, facility, and supply chain resources. Grounded in Christian principles of empathy, service, and accountability, participants will analyze case studies, assess practical scenarios, and engage in discussions to understand how to lead organizational transformations with moral integrity and a commitment to altruism. The course seeks to cultivate critical thinking, data analysis, collaboration, and sustainable change utilizing examples drawn from regional health entities, including Sutter Health, Kaiser Permanente, Dignity Health, and other real-world health institutions.

**MHA540. Healthcare Financial Management, Medical Reimbursement & RCM, and Budgeting (3)**

Integrates principles of healthcare accounting, financial management, medical reimbursement, revenue cycle management (RCM), and budgeting seamlessly. Healthcare leaders are responsible for navigating highly complex financial systems within healthcare organizations to make strategic and operational decisions that drive business models, ensure financial sustainability, and manage risk effectively. By studying insights into these topics and applying them to contemporary situations, students will be equipped to make informed and innovative decisions crucial to the stability of their organizations amidst evolving healthcare reforms and dynamic financial environments. Instructors will tailor and harmonize financial topics with Christian and ethical standards, enabling students to explore the financial dimensions of healthcare delivery while emphasizing stewardship, integrity, and compassion.

**MHA550. Healthcare Economics and Policy: Exploring Ethical Perspective (2)**

An exploration of the intricate interplay of economic principles, policy frameworks, and ethical considerations within the healthcare sector. In this transformative journey, participants delve into the multifaceted dynamics that shape healthcare economics and policy, examining critical concepts such as resource allocation, access to care, and cost-effectiveness through an ethical lens. Through captivating discussions, illuminating case studies, and real-world examples, participants gain profound insights into the ethical ramifications of healthcare policy decisions and economic strategies, exploring avenues to advance equity, justice, and compassion in healthcare delivery. As the course draws to a close, participants emerge equipped with a nuanced understanding of the ethical dimensions of healthcare economics and policy, ready to advocate for policies that prioritize the well-being of individuals and communities, while steadfastly upholding ethical principles of fairness, integrity, and human dignity.

**MHA560. Healthcare Human Resources, Medical Staff, and Health Law: Navigating with Integrity and Compassion (3)**

Interactive discussions and case studies, delving into legal and ethical frameworks to grasp the intricacies of personnel management, medical governance, and regulatory compliance. This immersive exploration emphasizes the integration of Christian values such as empathy, fairness, and respect for human dignity. Healthcare professionals gain invaluable tools and insights to cultivate a culture of integrity, collaboration, and accountability within their organizations. Through this transformative experience, they are empowered to provide ethical leadership and deliver compassionate care, ensuring the highest standards of ethical conduct and patient well-being.

**MHA562. Healthcare Law, Ethics, and Christian Values (3)**

A unique course that explores the convergence of healthcare law, ethics, and Christian values, offering participants a thorough comprehension of the legal and ethical terrain within healthcare, alongside an examination of how Christian principles inform decision-making and practice. Through an array of case studies, discussions, and practical applications, participants will scrutinize pivotal legal and ethical dilemmas in healthcare, delve into the ethical complexities inherent in healthcare law, and incorporate Christian values into their decision-making processes.

**MHA570. Transformational Servant Leadership for Senior Leaders: Guided by Christian Values (2)**

A critical exploration into the principles of servant leadership, enriched by the guiding principles of Christian values. Participants will explore the profound impact of servant leadership on organizational culture, employee engagement, and mission-driven outcomes. Grounded in Christian teachings of humility, compassion, and stewardship, participants will delve into practical strategies for fostering a culture of service, empowerment, and ethical leadership within their organizations. Through reflective exercises, case studies, and peer discussions, senior leaders will develop the skills and mindset necessary to lead with integrity, inspire positive change, and cultivate a workplace environment that reflects Christian values of love, respect, and humility.

**MHA581. Introduction to Servant Leadership, People Management, and Communication in Healthcare Organizations (3)**

An introduction to servant leadership and effective communication in the management of personnel within healthcare settings. Healthcare organizations strive for fully engaged employees who collaborate in teams to deliver high-quality and compassionate care. Servant leaders embody qualities centered on others, service, and exhibit attributes such as empathy, active listening, and persuasive communication to foster the development of those they lead while steering organizations toward optimal performance. The curriculum includes the presentation of models for servant, transformational, and compassionate leadership, juxtaposed with biblical principles of servanthood. Students will integrate specific servant leadership principles and skills into the local, regional, and national healthcare culture and policies. The course emphasizes reflections on servant leadership, drawing insights from successful servant leaders within the local community.

**MHA590. Advancing Population Health, Healthcare Quality: Integrating Data Analysis and Christian Values (2)**

An in-depth examination of population health, healthcare quality, epidemiology & evidence-based outcomes, Value Based Care, and data analysis, will equip participants with the knowledge and skills needed to drive positive change in healthcare delivery. With a focus on integrating Christian values such as compassion, stewardship, and social justice, participants explore strategies for improving population health outcomes and enhancing the quality of care through data-driven approaches. Through a blend of theoretical insights, practical case studies, and hands-on exercises, participants gain a comprehensive understanding of the factors influencing population health, the principles of healthcare quality improvement, and the role of data analysis in informing evidence-based decision-making. Participants will emerge from the course prepared to lead ethically and effectively, championing initiatives that address population health disparities and foster enhanced healthcare quality within their respective communities.

**MHA600A. Symposium: Teamwork, Communication, and Employee Engagement (1)**

An interactive expert-facilitated seminar on integrating Christian principles and ethical values into teamwork, communication, and employee engagement within organizational settings. Through vibrant discussions, engaging activities, and hands-on workshops, attendees will delve into methods for nurturing cooperation, enhancing communication skills, and fostering employee commitment, all while prioritizing integrity, empathy, and servant leadership. Led by an industry expert, this

seminar provides an ideal setting for contemplation, personal development, and spiritual rejuvenation. Participants will interact with seasoned professionals, exchange valuable insights, and glean wisdom from biblical teachings to enrich their leadership endeavors.

**MHA600B. Symposium: Operations, Change Management & Fiscal Management (1)**

An interactive expert-facilitated seminar on integrating Christian principles with current trends in; healthcare operations, change and fiscal management. Through interactive discussions, engaging activities, and hands-on exercises, attendees will explore methods for nurturing cooperation, enhancing communication skills, and fostering employee commitment, all while prioritizing organizational operational, change and fiscal management goals. Led by an industry expert, this seminar provides an ideal setting for contemplation, personal development, and spiritual rejuvenation. Participants will interact with seasoned professionals, exchange valuable insights, and glean wisdom from biblical teachings to enrich their leadership endeavors.

**MHA600C. Symposium: Healthcare Informatics, Data Analysis, Human Resources and Healthcare Law (1)**

An interactive expert-facilitated seminar on integrating Christian principles with current trends in healthcare informatics, data analysis, human resources, and healthcare law within organizational settings. This comprehensive seminar offers attendees a profound understanding of navigating the complex intersections of faith and professionalism in healthcare environments. Through engaging discussions, practical applications, and insightful case studies, participants gain invaluable insights and tools to cultivate a culture of integrity, compassion, and ethical leadership. Join us for this enlightening experience to elevate healthcare practices while upholding the highest ethical standards.

**MHA600D. Symposium: Crisis Management in Healthcare (e.g. pandemic response) (1)**

A comprehensive examination of crisis management within the healthcare sector, with a particular focus on developing effective strategies for addressing emergencies such as pandemics. Grounded in Christian values of compassion, solidarity, and stewardship, this seminar invites participants to analyze case studies, explore best practices, and engage in discussions aimed at understanding how to lead and navigate crises with integrity and grace. Drawing inspiration from biblical teachings and ethical principles, this seminar empowers participants with the knowledge, skills, and ethical discernment needed to adeptly manage crises while safeguarding the dignity and well-being of individuals and communities.

**MHA 675A. Practicum (2)**

A real-world clinical practicum experience with one of our esteemed northern California regional health partners, including Sutter Health, Kaiser Permanente, Dignity Health, public hospitals, the VA system, for-profit and non-profit institutions, charitable and religious hospitals, as well as rural hospitals and medical groups. This healthcare administration practicum offers developing healthcare leaders' invaluable insights into the intricacies of hospital and ambulatory operations while integrating Christian values into change management practices. Through project-based learning, participants merge theoretical knowledge with hands-on experience tailored to their individual goals. Benefit from valuable networking opportunities, forge lasting connections, and gain clarity on your desired healthcare administration roles.

**MHA675B. Practicum (2)**

A real-world clinical practicum experience with one of our esteemed northern California regional health partners, including Sutter Health, Kaiser Permanente, Dignity Health, public hospitals, the VA system, for-profit and non-profit institutions, charitable and religious hospitals, as well as rural hospitals and medical groups. This healthcare administration practicum offers developing healthcare leaders' invaluable insights into the intricacies of hospital and ambulatory operations while integrating Christian values into change management practices. Through project-based learning, participants merge theoretical knowledge with hands-on experience tailored to their individual goals. Benefit from valuable networking opportunities, forge lasting connections, and gain clarity on your desired healthcare administration roles.

**MHA675C. Practicum (2)**

A real-world clinical practicum experience with one of our esteemed northern California regional health partners, including Sutter Health, Kaiser Permanente, Dignity Health, public hospitals, the VA system, for-profit and non-profit institutions, charitable and religious hospitals, as well as rural hospitals and medical groups. This healthcare administration practicum offers developing healthcare leaders' invaluable insights into the intricacies of hospital and ambulatory operations while integrating Christian values into change management practices. Through project-based learning, participants merge theoretical knowledge with hands-on experience tailored to their individual goals. Benefit from valuable networking opportunities, forge lasting connections, and gain clarity on your desired healthcare administration roles.

**MHA698. Integrative Learning Experience - Strategic Planning, Marketing, and Communication (Capstone Integrative Course) (3)**

The integrative learning experience focuses on theoretical and practical application of a comprehensive examination of the foundational and concentration competencies in a project-based format (thesis or capstone). Emphasis is placed on targeting a specific audience or stakeholder, e.g. non-profit or government hospital or ambulatory organization, and to demonstrate critical thinking skills meeting students' educational and professional objectives. Considerable emphasis is placed on the integrative learning experience including faculty mentoring, assessments, and student presentations. There are two options for the Integrative Learning Experience, thesis or capstone. The thesis or project is reflective in nature, and articulates the student's professional and intellectual growth in healthcare administration.

**Master of Science in Kinesiology (MSK) – ONLINE***This Program is on Pause**No New Students or Reapplicants as of SP24*

The Master of Science in Kinesiology provides strategic educational resources for students preparing for careers and/or advanced graduate work in Exercise and Sport Science, Health Promotion, Clinical Exercise Science, Coaching and Athletic Administration. The coursework within the Master of Science in Kinesiology also addresses the spiritual, cognitive, adaptive, and intuitive formation of the student, and assignments within the concentration specifically relate to the practical experiential applications of the student. The objective of the program is to meet the needs of Kinesiology professionals in and around Northern California (and beyond) who wish to further their education and expand their career opportunities and employability. The Master of Science degree in Kinesiology consists of a 12-unit core with 6-unit capstone and 18 units of graduate credit in a selected specialization for a total of 36 units.

**Program Outcomes**

Upon completion of the Master of Science in Kinesiology program, students will be able to:

- Demonstrate the ability to conduct and critique research using theoretical and applied knowledge.
- Interpret and apply research findings to a variety of disciplines within Kinesiology.
- Effectively communicate essential theories, scientific applications, and ethical considerations in each student's Kinesiology program concentration.
- Interpret and apply research findings through acquired skills in order to become agents of change to address issues in Kinesiology through the application of knowledge and research.
- Apply scientific principles in the creation of exercise programs for various populations
- Develop the ability to consume research across the field of Kinesiology and conduct research within their specific discipline

**Admission Requirements**

Basic full admission requirements into the program are consistent with the graduate studies policies already established by the University. They include:

- Verification of a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- Undergraduate GPA of 3.0 or better

**Graduation Requirements**

Graduation requirements from the program are consistent with the graduate studies policies already established by the University. They include:

- Successful completion of all prescribed courses and program requirements
- A 3.0 cumulative GPA (or better) associated with all graduate-level courses

**Program Structure**

The Master of Science in Kinesiology is intended to prepare researchers and practitioners; therefore, the program will provide a thesis and non-thesis option. The Master of Science in Kinesiology includes 12 units of graduate core courses, 18 units of flexible coursework and either a thesis or project (6 units). The coursework will be selected in consultation with the student's advisor. If a student has a specialized interest area in one of several support fields (i.e. dietetics, biology, psychology, health information, management, recreation, business, etc.), electives in these areas would be approved by the advisor.

**Program Requirements****Kinesiology Core (18 Units)**

Applied Statistics in Health and Human Performance (KINE592) (3)  
 Seminar in Human Performance (KINE595) (3)  
 Advanced Concepts in Health and Human Performance (KINE650) (3)  
 Research Methods (KINE690) (3)  
 Capstone Research (KINE698) (6)

*Please choose one Specializations:*

**General Specialization (18 units)**

*Choose Six of the Following:*

Advanced Strength & Conditioning (KINE551) (3)  
 Sport and Exercise Psychology (KINE515) (3)  
 Social Culture Basis for Sport (KINE516) (3)  
 Athletic Administration and Coaching (KINE518) (3)  
 Biomechanics of Human Movement (KINE645) (3)  
 Advanced Exercise Physiology Lab (KINE550L) (3)

Exercise and Aging (KINE555) (3)  
 Environmental Exercise Physiology (KINE558) (3)  
 Advanced Exercise Physiology (KINE553) (3)  
 Leadership in Sport and Athletics (KINE580) (3)  
 Sports Management (KINE581) (3)  
 Legal Issues in Sport and Athletics (KINE 582) (3)  
 Strategic Marketing for Sports Organizations (KINE584) (3)  
 Clinical Exercise Physiology (KINE692) (3)  
 Internship (KINE675) (3)  
 Individual Study (KINE 699) (3)

#### **Coaching and Athletic Administration Specialization (18 Units)**

*Choose Six of the Following:*

Sports Management (KINE 581) (3)  
 Exercise and Sport Psychology (KINE 515) (3)  
 Legal Issues in Sport and Athletics (KINE 582) (3)  
 Social Culture Basis for Sport (KINE516) (3)  
 Leadership in Sport and Athletics (KINE580) (3)  
 Strategic Marketing for Sports Organizations (KINE584) (3)  
 Athletic Administration and Coaching (KINE518) (3)

#### **Clinical Specialization (18 Units)**

*Choose Six of the Following:*

Advanced Exercise Physiology Lab (KINE550) (3)  
 Biomechanics of Human Movement (KINE645) (3)  
 Advanced Exercise Physiology (KINE553) (3)  
 Exercise & Aging (KINE555) (3)  
 Environmental Exercise Physiology (KINE558) (3)  
 Internship (KINE675) (3)  
 Clinical Exercise Physiology (KINE692) (3)

#### **Performance Specialization (18 Units)**

Exercise and Sport Psychology (KINE 515) (3)  
 Athletic Administration and Coaching (KINE518) (3)  
 Advanced Exercise Physiology Lab (KINE550) (3)  
 Advanced Strength & Conditioning (KINE551) (3)  
 Biomechanics of Human Movement (KINE645) (3)  
 Advanced Exercise Physiology (KINE553) (3)

### **Course Descriptions**

#### **KINE515. Sports & Exercise Psychology (3)**

This course is designed to cover diverse professional issues related to sport psychology. Various organizations (APA Division 47 and AAASP) affiliated with sport psychology and ethical concerns will be addressed.

#### **KINE516. Sociocultural Basis for Sports (3)**

This course will teach students how to analyze sports as a social construction in regard to their role; structure; formal organization; professionalization; stratification; differentiation; and norms along social class, age, race, ableism, and gender.

#### **KINE518. Athletic Administration and Coaching (3)**

This course will discuss principles of leadership, organization, and management of sport programs from an administrative and/or coaching perspective. Included will be leadership skills and techniques, communication, scheduling, and program reviews. With the desire to provide practical application and implementation of learned concepts, students will interview an athletic administrator or coach of an intercollegiate program for mentorship.

#### **KINE 550L. Advanced Exercise Physiology Lab (3)**

Laboratory experience with tests and measures commonly employed in human performance research laboratories. The selected lab tests are designed not only to reinforce the basic principles learned in the lecture courses but also to teach the basic principles and skills of measurement and evaluation in the field of exercise physiology. Practical experiences include cardiovascular tests, ECG, blood analysis techniques, body composition, electromyography, and respiratory tests. (Laboratory fee required.)

#### **KINE 551 Advanced Strength & Conditioning (3)**

An advanced course that integrates sport-training programs for individual and teams will be studied. Proper resistance training, nutrition and conditioning will be developed and applied to construct a year- long training guide for optimal athletic performance. This course will align with CSCS training textbook for certification purposes.



**KINE 553. Advanced Exercise Physiology**

An advanced analysis of the acute and chronic physiological responses and adaptations to exercise. This course will cover current research in bioenergetics and muscle metabolism, neuromuscular function, hormonal control and regulation, cardiopulmonary and respiratory regulation, and training for sport and fitness.

**KINE 555. Exercise and Aging (3)**

This course is concerned with the process of aging as it affects physical activity. Students will develop a working knowledge of the physiological, psychological and socio-economic issues affecting health and fitness of older adults. Emphasis will be placed on disease prevention, maintenance of health and wellbeing and achievement and maintenance of fitness across the lifespan.

**KINE 558. Environmental Exercise Physiology (3)**

Relevant concepts and literature regarding various environmental (heat, cold, altitude, etc.) conditions as they affect the typical responses to exercise, from both acute effects and chronic adaptations will be examined.

**KINE580. Leadership in Sports and Athletics (3)**

This course teaches students to evaluate leadership theories from historical and contemporary perspectives; analyze leadership styles from the most frequently used perspectives in business; investigate contemporary thinking on leadership and how leadership roles are changing in the 21st century; identify ways leadership in sports organizations can positively affect local and regional communities; develop leadership models for effective organizations; and formulate a personal and professional growth plan as a sport leader.

**KINE581. Sports Management (3)**

This course introduces the student to the sports management profession. Primary focus is on the sports industry, including professional sports entertainment, amateur sports entertainment, for-profit sports participation, nonprofit sports participation, sporting goods, sports tourism, and sports services.

**KINE582. Legal Issues in Sports Management (3)**

This course will teach students about fundamental legal concepts relevant to tort law, contract law, and constitutional law; identify potential liability situations in the supervision, management and conduct of sports, recreation, and physical activity (including situations regarding discrimination in terms of race, sex, and disability); and design and develop strategies for limiting liability.

**KINE584. Strategic Marketing for Sports Organizations (3)**

This course will teach students how to develop a sound philosophy of marketing; understand the evolution of sports marketing theories; identify the major theories related to consumer behavior and market segmentation; identify contemporary issues and trends in sports marketing; increase competence of scientific inquiry in sports marketing; and create a marketing plan for a sports organization.

**KINE585. Sports Operations and Event Management (3)**

This course will teach students how to manage sports programs and events; identify characteristics of an effective organization; design practical management strategies; formulate effective communication processes; supervise personnel; and establish logistical plans including site or equipment layouts, schedules and timelines, electronic communications and information systems, procedures for hospitality, housing registration, transportation, and financial disbursement, traffic flow and parking, restroom and waste facilities, and liaison with reporting and broadcast media, governing bodies, vendors, concessions, planning committees, and volunteers.

**KINE 592. Applied Statistics in Health and Human Performance (3)**

The course covers descriptive statistics, elementary probability, one- and two-population mean and variance comparisons, ANOVA, simple linear regression, and correlations. In addition, more advanced principles in parametric and non-parametric statistics will be emphasized.

**KINE 595. Seminar-Current Lit. & Research in HHP and Sports Med. (3)**

The purpose of this course is designed to introduce the student to various research sources, creating skills for investigation of topics of interest in the future. Additionally, discussion of selected performance health (human movement and recovery science) research topics will promote critical thinking and enhance skills for critical review of content.

**KINE 645. Biomechanics of Human Movement (3)**

This course involves the study of the mechanical principles, analytical methods and the instrumentation systems involved in the analysis of movement. Review of current research on the biomechanics of human movement and practical experience in the methods of biomechanical research.

**KINE 650. Advanced Concepts in Health and Human Performance (3)**

Understanding of the fundamental principles and philosophy of human performance as they relate to program development, methodology, organization, and administration. Historical concepts, objectives, and purposes of human performance are also emphasized.

**KINE 675. Internship (1-3)**

The internship experience benefits the students by allowing them to apply graduate level training in an everyday job situation while continuing to earn college credit. Students will have the opportunity to choose from a variety of internship settings related to coaching or athletic administration. Students are responsible for securing their own internship site and onsite facilitator. Students will be issued a KINE675 syllabus of specific assignments and objectives that they will need to complete as separate work for the course.

**KINE690. Research Methods (3)**

This course is designed to provide an understanding of the processes and methods of research and evaluation, as they relate to kinesiology and health studies. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in health, human performance, and recreation.

**KINE 692. Clinical Exercise Physiology (3)**

An advanced study of the pathophysiology of chronic diseases and disabilities with the concentration in the assessment, design, implementation and administration of multidimensional therapeutic exercise programs. Additional emphasis will be given to interpretation of clinical case data, medical management, and development of appropriate exercise prescriptions.

**KINE698. Capstone Project (6)**

In this course, candidates will propose/complete their capstone in coordination with their project mentor. This cooperative-independent study course guides students through their thesis proposal or project. A thesis consists of IRB approval, collaboration with their research site/data source, coordination with their thesis mentor, and defend their thesis. Projects are practice based, research and policy recommendations for the field of Kinesiology based on that literature; and finalizing and presenting their project paper with application. Working directly with their assigned mentor and structured on each candidate's individual passions, topics are developed and explored by candidates with support and oversight from their mentor. Individualized attention and support is an integral part of the course.

**KINE 699. Individual Study (1-3)**

Supervised readings and experiences in health, human performance, and sports management.

# School of Psychology

## Master of Arts in Counseling Psychology (MACP)

Available on Campus in Rocklin, CA Campus and Online Synchronous  
(Online Synchronous Available for California Residents Only)

### General Information

The Master of Arts in Counseling Psychology prepares students having an interest in the mental health professions with a firm foundation of psychological theory, research, spiritual formation, and preparation as practitioners. It prepares students for the challenges of the mental health profession by applying current psychological theory integrated with biblical principles throughout the curriculum. Instructors are scholars and practitioners, offering both academic and practical guidance. Built on a cohort model, the program facilitates long-term relationships, supportive growth, and guided professional development. The program is carefully designed to meet California state requirements for the Marriage and Family Therapy (MFT) and the Licensed Professional Counselor (LPCC) licenses.

The MA in Counseling Psychology is a graduate degree that prepares students for counseling of individuals, couples, children, and families; consulting; agency affiliations; church/ministry affiliations; and doctoral preparation. It is approved by the California Board of Behavioral Sciences.

### Program Learning Outcomes

Upon completion of the Master of Arts in Counseling Psychology, candidates will be able to:

- Apply diagnostic assessment and criteria to the prognosis and treatment of mental disorders.
- Understand and implement ethical decision-making in the practice of psychotherapy.
- Apply theoretical concepts to therapeutic issues and developmental challenges in individual, couples, family, and group therapy.
- Understand the various research methodologies and their applications.
- Recognize the complexity of cross-cultural issues and the interventions that address these challenges.
- Evaluate approaches to the integration of psychology and Christianity and how they impact personal spiritual formation.

This is a 63-unit program, offered over 26 months with fall and spring start dates. Courses are eight weeks in length.

*Enrollment in MACP courses is open to MACP students only.*

### Program Mission Statement

The School of Psychology is founded on the belief that God created us as biological, psychological, social and spiritual beings. Our heart and mission is to holistically grow, train, and prepare students of psychology to be agents of hope, healing, and transformation.

### Vision Statement

The School of Psychology prepares students to *Integrate* a Biblical worldview with the science of psychology. It *Innovates* by utilizing and conducting research, *Intervenes* by understanding and transforming human functioning, *Inspires* by helping others to grow and flourish, and *Impacts* institutional and world cultures with Christ's healing light and love.

### Key Words

Integrate \* Innovate \* Intervene \* Inspire \* Impact

### Emphasized Themes Throughout the Program

#### Spiritual Formation

All of life is spiritual. And thus human biological, psychological, cultural and social forces that act upon human lives and development are in their deep structure, spiritual forces. These forces are formative. They shape human life, and functioning. Thus throughout the program, invitations will be given to reflect upon all of the forces that act upon human life, and the shape and quality of spirituality that they produce. Although there may be many ways to measure and evaluate human spiritual formation, attention will be given to Jesus' love command as a prompt to consider our training in learning how to love. Jesus summarizes of all of the Law and the Prophets when he commands humanity to "Love God with all of our heart, soul, mind and strength, and to love our neighbor as our self." Thus students can expect to have readings, discussions, and assignments that would reflect a spiritual formation emphasis throughout their academic program.

#### Integration of Faith & Learning

Furthermore, as a Christian institution of higher education, the MACP Program at Jessup University endeavors to offer a perspective on counseling psychology that reflects the integration of faith and learning. Or better stated, students will be presented with robust presentations of the best psychological research and findings about human nature and functioning in its many forms and complexities. And these contemporary psychological findings will be evaluated from many perspectives, not the least of which that include a robust, Judeo-Christian understanding of human nature and functioning. Thus each student, in every course, will be invited to

reflect upon the relationship of psychology to the Christian faith, and other spiritual perspectives. This multidisciplinary perspective will emphasize a deep, reflective, and developing capacity to integrate faith and reason, higher learning and love, empathy and action.

### **Theory & Practice (or Reflective Praxis)**

It has been said that “there is nothing more practical than a good theory.” MACP students will be given opportunities to reflect on psychological theories, and then to practice them. Using their skills in practice, students will then be given the opportunity to critically reflect on those theories once again, and thus contribute to the ongoing development of theory refinement, and reflective praxis. Thus, the MACP Program does not offer a “one size fits all,” nor “cookie cutter approach” to understanding human nature, counseling psychology, nor the treatment of psychopathology.

Rather students will develop an approach to counseling psychology that: honors the complexity of human nature, human persons, diverse cultural perspectives, and the many obstacles that impede growth in wisdom and human flourishing. They will also be offered course content developed upon empirically supported research, and robust theories and therapeutic practices that are widely acknowledged to not only alleviate some psychopathology at a point in time, but also to have a positive impact on the whole person throughout a lifetime. These include assisting a client to: identify realizable goals and facilitate their realization; develop meaning and purpose for their life, career, and relationships; cultivate palpable growth in human relationships; and develop resilience through suffering that leads to human transformation.

The MACP program trains students to embody sound theories in reflective practice, and to utilize treatment interventions that reflect a focus on the whole person before them. Students will learn not simply to reduce negative psychological symptoms, but to facilitate the development of flourishing human persons.

### **Coursework Requirements**

*Enrollment in MACP courses is open to MACP students only.*

The MACP Program Courses can be organized around the following 4 themes. Each student will take every course under each theme, with the exception that they may choose one of the two electives that are offered, as stated below, under Theme II.

### **The 4 ‘Graduate Counseling Psychology Training’ Themes That Organize Our Course Offerings Are:**

#### **I. Psychological Theory; & Reflective, Empathic, & Ethical Practice:**

Essential Counseling Skills and Treatment Planning (PSYC530)	3
Advanced Personality Theory and Individual Therapy (PSYC531)	3
Law and Ethics (PSYC560)	3

#### **II. Relational Systems, Human Development, Psychopathology, & Treatment Techniques:**

Family Systems Therapy (PSYC520)	3
Child/Adolescent Therapy and Abuse Reporting (PSYC521)	3
Couples, Marital Therapy and Domestic Violence (PSYC522)	3
Life Span Development/ Aging & Long-Term Care (PSYC540)	3
Psychopathology (PSYC550)	3
Group Therapy: Theory & Practice (PSYC630)	3
Electives (choose one):	3
Advanced Child Therapy (PSYC621)	
Advanced Marital Therapy (PSYC622)	

#### **III. Measurement, Assessment, Research, & Practicum:**

Pre-Practicum Information & Preparation (PSYC673)	1
Advancement to Candidacy: Pre-Practicum Oral Exam & Student Evaluation (PSYC674)	1
Practicum Clinical Case Reviews (PSYC675a)	1
Practicum Clinical Case Reviews (PSYC675b)	1
Practicum Clinical Case Reviews (PSYC675c)	1
Practicum Clinical Case Reviews (PSYC675d)	1
Practicum Clinical Case Reviews (PSYC675e)	1
Practicum Capstone (PSYC676)	2
Research Methods (PSYC690)	3
Assessment Measures and Techniques (PSYC691)	3

#### **IV. Special Topics:**

Crisis, Trauma, and Community Mental Health (PSYC523)	3
Career Development and Career Counseling (PSYC575)	3
Addictions Theory and Therapy (PSYC631)	3
Human Diversity (PSYC641)	3
Human Sexuality (PSYC642)	3
Psychopharmacology (PSYC680)	3

TOTAL..... 63

## Course Descriptions

### PSYC520. Family Systems Therapy (3)

This course builds upon concepts learned in PSYC 521: Child & Adolescent Therapy, and provides a deeper understanding and mastery of theoretical approaches and interventions to treatment involving families. Various treatment models of family therapy will be presented and practiced, with special attention to attachment-based, systems-based, and affect regulation based interventions.

### PSYC521. Child & Adolescent Therapy and Abuse Reporting (3)

This course provides an overview of issues and therapeutic methods relevant to the treatment of children and adolescents. Students will learn and identify assessment strategies, compare and contrast major theoretical approaches to treating children and adolescents, and apply various treatment methods for common childhood mental health issues and complex child and adolescent psychopathology. Students will learn how to respond to legal and ethical concerns in treating minors, including mandated child abuse reporting.

### PSYC522. Couples and Marital Therapy, & Domestic Violence (3)

This course covers assessment, diagnosis, and intervention strategies for individuals, couples, and families according to the systemic application of psychodynamic, humanistic, communication, experiential, and integrative models. Sociocultural issues are addressed as they relate to the development of the field as well as assessment and intervention.

### PSYC523. Crisis, Trauma, and Community Mental Health (3)

Students are introduced to foundational and science-informed theories and principles for practice in crisis, trauma psychology, and community mental health. Attention is directed to an examination of multicultural competence, trauma risk reduction, and trauma intervention. Topics to be discussed include PTSD, post traumatic growth, resilience, vicarious trauma, and healthy self-care practices for helping professionals and first responders. The course will also briefly survey interpersonal trauma (including child abuse and partner and spousal abuse), medical trauma, as well as natural and humanly caused disasters.

### PSYC530. Essential Counseling Skills & Treatment Planning (3)

This course is designed to provide students with a broad overview and understanding of foundational counseling skills and treatment planning skills needed as Licensed Marriage and Family Therapists (LMFT) and Licensed Professional Clinical Counselors (LPCC). Students will examine various theoretical approaches to therapy, learn and practice effective counseling techniques and develop clinical treatment plans for a wide array of mental health issues across diverse populations.

### PSYC531. Advanced Counseling Theory and Individual Therapy (3)

This course emphasizes application as it examines the classic counseling theories as well as mainstream contemporary theories in individual psychotherapy. It also introduces systems theories as well as treatment planning strategies as they relate to various theories and mental health conditions.

### PSYC540. Life Span Development / Aging & Long-Term Care (3)

This course provides a comprehensive overview and analysis of human development across the lifespan of the individual, from birth to death, with emphasis on the clinical relevance for Licensed Marriage and Family Therapists (LMFT) and Licensed Professional Clinical Counselors (LPCC). Students will examine, analyze and synthesize the biopsychosocial/spiritual theoretical underpinnings of human development and diversity. The course will include an in-depth overview of geropsychology with special emphasis on aging, long-term care and elder abuse reporting.

### PSYC550. Psychopathology (3)

This course covers the main categories of psychopathology as presented in the DSM-5. This includes the polythetic diagnostic criteria for DSM-5 diagnoses, decision making trees for differential diagnosis, some controversial issues inherent in labeling and diagnosing, brief summaries of the research on treatment of these disorders, and tools for the evaluation of the diagnostic and treatment approaches from a Christian World View. In addition, formats for Diagnostic Interviews, including the Mental Status Exam, will be covered.

### PSYC560. Law and Ethics (3)

This course examines the legal, ethical and professional responsibilities relevant to the practice of Marriage and Family Therapy (MFT) and Licensed Professional Counselors (LPC). This includes state legal mandates, professional ethical codes and liabilities. The complimentary yet distinct responsibilities of moral, ethical and legal perspectives will help the student with ethical decision making strategies for the mental health practitioner.

### PSYC575. Career Development & Career Counseling (3)

This course prepares MACP students to address the intersections of career, values, and life roles in the context of career development, career counseling and responding to career and work-related issues for majority and marginalized groups. Students will gain core knowledge of major career development theories, techniques and their application to providing career counseling to diverse populations. Students will examine the significance of work in clients' lives and their mental health (i.e., psychology of work) as well as the implications of socio-cultural factors on career development, work transitions, and the human career counseling process over the life-span. Students will gain experience with career counseling assessments and resources; and become familiar with current career development literature as the topics pertain to the practice of MFT/LPCCs.

### PSYC621. Advanced Child & Family Therapy (3)

This course builds upon concepts learned in PSYC 521: Child & Adolescent Therapy and PSYC 520: Family Systems Therapy, providing a deeper understanding and mastery of theoretical approaches and interventions to treatment involving children, adolescents and families. Various treatment models of child and family therapy will be presented and practiced, with special attention to attachment-based and cognitive-based interventions.

**PSYC622. Advanced Couples and Marital Therapy (3)**

This course continues the study of the assessment, diagnosis, and treatment of individuals, couples, and families using interactional and brief models. Major theoretical approaches covered include strategic, structural, and cognitive-behavioral models as well as postmodern and recovery-oriented approaches such as narrative and solution-focused therapy.

**PSYC630. Group Therapy: Theory & Practice (3)**

A study of the theories and processes of therapy based on the group modality. Focus is placed on the concepts of the primary therapeutic factors, stages, interventions, critical incidents and diversity. Application is made to group dynamics and development of clinical skills.

**PSYC631. Addictions Theory & Therapy (3)**

This course investigates major approaches used in the identification, evaluation, and treatment of substance use disorders and co-occurring disorders. Individual, group, family, and recovery-oriented approaches are addressed.

**PSYC641. Human Diversity (3)**

Multicultural factors, including those related to race, ethnicity, socioeconomic status, spirituality, sexual orientation, gender, and ableness, are reviewed as they relate to individual, couple, and family treatment procedures. Issues of poverty, financial, and social stressors with individuals, couples, families, and communities are addressed.

**PSYC642. Human Sexuality (3)**

This course includes the study of physiological-psychological and socialcultural, systemic variables associated with sexual identity, sexual behavior, and sexual disorders. Issues related to sexuality and intimacy in couple and family relationships are reviewed.

**PSYC 673 (1) Pre-Practicum Information & Preparation (1)**

Students are provided information to equip and prepare them for a successful clinical Practicum experience. Students are mentored in groups and individually. They are given online resources, meet with the Practicum Coordinator, work with Career & Life Planning to send out resumes and attend multiple interviews. During this Practicum preparation course, students are required to familiarize themselves with BBS Statutes & Regulations, Jessup MACP Practicum policies and complete electronic paperwork prior to starting Practicum. Students will be graded on their completion of the required tasks. Students must complete Pre-Practicum requirements to begin Practicum in the following semester. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the end of the first year and before beginning PSYC675.

**Prerequisites:** PSYC674

**PSYC 674 Advancement to Candidacy: Pre-Practicum Oral Exam & Student Evaluation (1)**

The Pre-Practicum Oral Exam is essential to the developmental process of students as it allows them an opportunity to demonstrate mastery of skills and knowledge needed to effectively counsel people. Students will be given a clinical vignette and scheduled for the Pre-Practicum Oral Exam with their Practicum Instructor and one other MACP faculty member. During the exam, students will demonstrate synthesized knowledge and competency in the following core clinical domains: legal, ethical, diagnostic, assessment, human diversity, theoretical approach, treatment planning and treatment interventions. MACP faculty provide feedback and evaluate each student's clinical competency including their academic, professional and clinical abilities demonstrated thus far in the program. Feedback may include commendations, recommendations and concerns or reservations about the student's ability to move forward as a therapist. If concerns are noted, a performance improvement plan may be developed. Failure to demonstrate clinical or professional competency may result in failure of the course and students may not continue in the program.

**PSYC675a. Practicum I (1, 3)**

This course addresses common questions and concerns students have when beginning clinical work at practicum sites. Students are taught how to prepare for beginning stages of therapy, how to effectively utilize consultation and supervision, how to deal with clients in crisis, advocacy practices, and other practical skills such as completing case notes and other forms of treatment documentation. Special attention is given to evidence-based practices and interventions with diverse individuals, couples, families and communities, and those who experience severe mental illness. Students must obtain a placement in an approved clinical setting, with a signed, written agreement, prior to the first class meeting. Clinical hours gained while enrolled in practicum count toward LMFT and LPCC requirements.

**PSYC675b. Practicum II (1, 3)**

This course focuses on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Students formulate and present cases using a variety of psychotherapeutic models with attention to sociocultural and contextual issues and recovery-oriented principles.

**Prerequisites:** PSYC 675a

**PSYC675c, PSYC675d, PSYC675e. Practicum III, IV, V (1, 3)**

This course focuses on increasing student awareness with regard to areas of interest within the field of therapy and facilitates students' mastery in treating a specific population, age-group and/or clinical issues. Continued focus on professional development, self-as-the-therapist issues, consultation, and clinical case presentation skills. Emphasis is also given to outreach and providing psycho-education to the community. Students receive consultation from the instructor and feedback from other students on clinical cases from their field placement settings. Clinical hours gained while enrolled in practicum count toward LMFT and LPCC requirements.

**Prerequisites:** PSYC 675a, b, c, and d respectively

**PSYC676. Practicum Capstone (2)**

This capstone course focuses on the student's ability to document, analyze and present a final clinical case to graduate faculty and students, while applying skills of self-assessment and integration of Biblical principles. Emphasis will be given to personal and professional transformation, clinical insights and mastery of case conceptualization. Students receive feedback from the instructor and from other students on capstone cases.

**Prerequisites:** PSYC 675a, b, c, d, & e

*Enrollment Comment: Students who have completed the coursework but have not reached the required 280 direct client contact hours in Practicum will be assigned **no credit** for the course and will be required to re-register for PSYC675D as an Independent Study (DIS) the following semester (course fees applied).*

**PSYC677. Practicum Continuation (0)**

**Prerequisites:** PSYC 675a, b, c, d, & e

*Students who have completed the coursework but have not reached the required 280 direct client contact hours in Practicum will be assigned **no credit** for the course and will be required to register for PSYC677 as an Independent Study (DIS) the following semester (course fees of \$1,200 for each 8 week session applied).*

**PSYC680. Psychopharmacology (3)**

This course uses a bio-psycho-social-spiritual and systemic model to examine the history and use of psychopharmacology for the treatment of mental disorders and includes the study of neurobiology and mechanisms of action of the major psychotropic drugs. The role of gender, culture, age, and other contextual variables on the indications, recovery principles, and use of medication(s) and medication adherence is examined. Constructive interventions that integrate psychopharmacology and psychotherapy will be discussed based on the research.

**PSYC690. Research Methods (3)**

This course covers basic concepts in statistics, research design, and program evaluation for mental health professionals, including experimental and correlational design methods, levels of measurement, central tendency, dispersion, correlation, and the use of inferential statistics for hypothesis testing. Students are also introduced to methods of evaluating programs and clinical outcomes while considering systemic and sociocultural influences. Emphasis is given to helping students become knowledgeable consumers of research, including the use of research to inform evidence-based practice.

**PSYC691. Assessment Measures & Techniques (3)**

This course examines the application of psychological instruments to the assessment of individuals, couples, and families. Fundamentals of psychological assessment are reviewed, including standardized and non-standardized testing approaches, basic statistical concepts, and ethical and cultural considerations in assessment. Students gain experience in the administration, scoring, and interpretation of selected tests as well as in report writing.

## GRADUATE PROGRAMS

### Master of Arts in Counseling (MAC)

Available on Campus in Portland, OR

Graduate programs offered at Portland, OR Campus have a minimum of 30 units required in residency.  
*Pending Approval for Veterans Education Benefits - Check Website for Current Status*

The M.A. in Counseling program is designed to meet the educational requirements for licensure outlined by the Oregon Board of Licensed Professional Counselors (OBLPCT). Licensed Professional Counselors (LPC) may seek employment in counseling agencies, private practice, hospitals, para-church organizations, educational settings, human service agencies, or may go on to pursue a doctorate in a mental health field.

The MAC program is offered in a cohort format with 8-25 students in each cohort. Students may opt for a high or low residency cohort.

- High residency students typically meet one evening a week on-campus from 6-9 pm, with Friday/Saturday classes one or two times a semester. Students in this track may have the option to complete a trauma specialty and can complete the program requirements in a little more than two years, attending classes year-round and allowing sufficient time to complete practicum and internship, personal growth requirements, and the oral exam.
- Low residency students typically meet one evening a week on Zoom for a shorter time period with a variety of asynchronous course requirements each week (in addition to typical reading and writing homework). Students in this track may have the option to complete an addictions specialty and can complete the program requirements in three years, attending classes year-round at a slightly slower pace and still completing other requirements.

All students have additional weekly attendance required during Practicum and Internship.

#### Graduation Requirements

- Complete required 60 program credits (below) with at least 30 credits earned at Multnomah.
- Earn a minimum cumulative grade point average of 3.0 (4.0 scale).
- Satisfactorily complete all required courses with a grade of C- or higher.
- Complete 700 hours of practicum and internship experience over a period of at least 12 months.
- Complete a minimum of 20 hours of personal counseling.
- Pass Oral Exam.
- Normally complete the program within a four-year period from the date of matriculation.
- Complete all general graduation requirements as listed earlier in this section.

Required: 60 semester hours; minimum 3.0 GPA.

Professional Orientation (COU500)	1
Spiritual Formation & Integration (COU515)	2
Legal & Ethical Issues in Counseling (COU520)	3
Foundational Counseling Skills (COU525)	3
Religion, Spirituality and Counseling (COU535)	1
Diagnosis & Psychopathology (COU555)	3
Counseling Theory (COU560)	3
Research I (COU575)	1
Advanced Counseling Skills & Treatment Planning (COU620)	3
Group Dynamics and Counseling (COU640)	3
Social & Cultural Diversity (COU643)	3
Couples, Families and Other Systems (COU650)	2
Human Growth and Development (COU653)	3
Addictions (Treatment) (COU655)	2
Research II (COU657)	2
Tests and Appraisal in Counseling (COU660)	3
Neurobiology & Psychopharmacology (COU662)	3
Trauma (COU665)	2
Lifestyle, Career, and Advocacy (COU680)	3
Pre-Practicum (COU595)	1
Practicum (COU545)	2
Clinical Internship I (COU605)	3
Clinical Internship II (COU645)	3
Integ Case Conceptualization & Comp Oral Exam (COU690)	0
Counseling Electives	5
<b>Total Credit Hours:</b>	<b>60</b>

#### Course Descriptions

##### COU500. Professional Orientation (1)



Orients students to the counseling field and the Master of Arts in Counseling program, including the Program Handbook/requirements, various settings and careers within counseling, the history of the field, important professional organizations, credentialing, community resources and collaboration, and more. For online students, includes special attention to all these topics through the lens of addictions counseling. Also introduces the need for good self-care and spiritual growth throughout graduate study and a career in counseling.

**COU501. Basic Counseling Skills for Church Ministry (1)**

Students learn basic listening skills, including attending behavior, effective questioning skills, and reflecting skills. Students apply what they are learning in simulated ministry encounters. Emphasis is placed on developing a biblically-integrated, helping presence in ministry.

**COU502. Anxiety Disorders, Trauma, and Addiction (1)**

Students learn how to identify and respond to Anxiety Disorders and various addictive behaviors (e.g. substance, sexual). They also gain an understanding of trauma-- what it is, how it impacts people, and how to respond to both individuals and groups experiencing trauma. This class includes an integration of neurobiology and wellness.

**COU503. Ethics, Boundaries, and Reporting (1)**

Students examine legal and ethical issues in the context of a ministry setting, utilizing real-life examples and case studies. Students will review laws related to reporting, as well as relevant ethical topics such as confidentiality, scope of competence, and boundaries. Special attention will be given to how various aspects of the helper (e.g. personal history, vicarious trauma, burnout) can be a help or hindrance to acting ethically.

**COU504. Mood Disorders, Grief, and Loss (1)**

Students learn how to identify and respond to depression and other mood disorders. They discuss the emotional and relational impact of these issues as well as their overlap with grief and loss. Special attention will be given to how to respond to these issues, including an understanding of differences across the lifespan.

**COU505. Couples, Youth, and Families (1)**

Students receive an introductory study of family systems theories and how to employ these theories to families within one's ministry. Topics include premarital counseling, couple discord, adolescent issues, issues of sexuality and gender, and more.

**COU506. Crisis and Suicide (1)**

Students discuss crises which typically occur in ministry contexts, such as domestic violence, family separation and divorce, suicidality, self-harm, traumatic bereavement, and more. They will learn how to triage, safety plan, and transition to a higher level of care.

**COU507. Lay Counseling Practicum (2)**

The Lay Counseling Practicum course provides students with the chance to apply their didactic, classroom learning. They will complete at least 300 hours of field experience under the supervision of both site mentors and on-campus consultants/supervisors. While completing the field experience, students will practice integrating coursework and clinical work via case study presentations/write-ups; they will also read and review materials on new topics relevant to practicum (e.g. burnout, interdisciplinary relationships) and learn to consult with colleagues during their practicum process. Students must complete assignments and receive a satisfactory evaluation in order to receive credit for the course.

**COU515. Spiritual Formation & Integration (2)**

Examines how to integrate spirituality into the counseling process, emphasizing how to work with client spirituality in a manner that is ethical, professional, and therapeutic; these principles are applied to both Christian clients and those of other faith groups/diverse backgrounds. In addition, students are asked to engage with their own spirituality, examining how it can impact the counseling process and learning to use it as a resource for both client and self-care amidst suffering.

**COU520. Legal & Ethical Issues in Counseling (3)**

Examines legal and ethical issues in the context of professional counseling utilizing real-life examples and case studies. Students will review Oregon law related to counseling, as well as American Counseling Association ethical code and (for online cohorts) the NAADAC Code of Ethics. Topics include privacy and confidentiality, duty to warn, abuse reporting procedures, licensure and certification, boundaries in therapeutic relationships, and counselor health and welfare.

**COU525. Foundational Counseling Skills (3)**

First class in a series of Counseling Skills courses. Students learn basic listening skills, attending behavior, the structure and frame of therapy, questioning skills, and reflecting skills. Students apply what they are learning in simulated counseling sessions. Emphasis is placed on developing a person-centered approach to therapy in an individual counseling setting.

**COU535. Religion, Spirituality, and Counseling (1)**

Investigates the integration of religion, spirituality, and counseling from theoretical, practical/clinical (i.e., in the room with clients) and personal (i.e., in the life of the therapist) levels. In other words, explores religion and spirituality in counseling from the lens of the client AND the counselor, exploring how to engage these topics in ethical, professional, and therapeutic ways.

*Prerequisite: COU500*

**COU545. Practicum (2)**

Introduces students to the counseling environment and encourages them to apply what they are learning to individual clients under close supervision of faculty supervisors. Students may complete their practicum experience by seeing clients at the Multnomah University Counseling Center or in the community. Students will attempt to accrue at least 100 clock hours (including a minimum of 40 client contact hours over the semester). In supervision sessions, students learn to conceptualize individual cases, to consider ethical and legal implications, and to apply their Foundational coursework.

**COU555. Diagnosis & Psychopathology (3)**

Overview of basic diagnostic criteria. Students learn to identify and diagnose common forms of mental disorders, utilizing the DSM-5, including dual diagnosis and differential diagnosis process.

#### **COU560. Counseling Theory (3)**

This course will explore both early and contemporary theories and techniques of psychotherapy and counseling modalities, including the originators of each theory as well as basic ideas and treatment approaches of each. Students will learn the process of developing the therapeutic relationship and how it varies within the different modalities. Students will also be introduced to Christian approaches in counseling theory, and the task of integrating these theories with a biblical worldview and understanding of humanity. Emphasis is placed on critical thinking, integrative thought from a biblical worldview perspective, and connecting theory to practical application.

#### **COU575. Research I (1)**

Introduces students to foundational aspects of research, including professional writing, APA formatting, and how to use research to ascertain evidence-based practice.

#### **COU585. Counseling Elective (1)**

Electives are offered on a variety of topics, such as counseling, techniques, integration, private practice, and more.

#### **COU595. Pre-Practicum (1)**

In this course, students further develop their foundational, Rogerian counseling skills via mock sessions with practice clients, receiving both instructor and peer feedback. Students will also learn the basics of conducting an initial assessment and clinical documentation. Additionally, students are prepared for their clinical courses through an internship orientation, internship fair, and other professional activities to prepare them for clinical placements.

#### **COU605. Clinical Internship I (3)**

The intention of Clinical Internships is to provide students with focused skills development. Students learn and develop specific skills, competencies, and concepts that facilitate the development of rapport and foster growth: listening, responding, reflecting feelings, focusing, reflecting meaning, confronting, reframing, directing & when appropriate spiritual integration. Students are required to participate in on-campus supervision as well as onsite supervision. One does not replace the other. In order for a student to move successfully through COU605, and COU645 student must pass on-campus supervision including assignments and campus evaluation and receive an evaluation from internship site that demonstrates competency, growth and indicates no ethical or behavioral concerns. Only when those requirements are met will students receive credit for COU605, followed by COU645. Students are expected to complete 700 hours of internship (280 direct client-contact & 420 other hours) while enrolled in COU545, COU605, & COU645.

*Prerequisite: COU545 and Instructor permission*

#### **COU620. Advanced Counseling Skills & Treatment Planning (3)**

Discusses practical counseling skills for clients, overviewing a broad range of techniques and interventions for a variety of mental health and addiction issues, such as screening, intake, and treatment planning. Emphasizes the practice of such skills. Also reviews various paperwork and other practice management issues in clinical mental health and addiction counseling, such as progress notes, discharge summaries, and clinical reports. Lastly, discusses various crisis situations and how to respond.

*Prerequisite: COU520 and COU525*

#### **COU631. Addiction Pharmacology & Assessment (2)**

This course will provide an overview of the pharmacological aspects of addiction including brain and body impacts of addictive substances; relationship of addictive substances to other medical and psychological conditions; and classification of psychopharmacological medications. In addition, this course will teach common screening and assessment process for addiction disorders including American Society of Addiction Medicine criteria, HIV/ and AIDS risk assessment, and spiritual assessment as part of the biopsychosocial assessment process.

#### **COU640. Group Dynamics and Counseling (3)**

Introduces students to the various types of groups, dynamics involved in group process, ethics of group counseling, and a variety of techniques for working with specific groups. Students practice facilitating groups in simulated sessions and gain an awareness of their own personal process in a group setting as they take part as members in simulated group sessions.

*Prerequisite: COU520 and COU525*

#### **COU643. Social & Cultural Diversity (3)**

This course presents an overview of multicultural and diversity issues in the field of counseling. Students increase their awareness of cultural factors, identity, and personal values; acquire knowledge of diverse groups (related to race/ethnicity, socioeconomic status, sex, gender, disability, and more); and learn about multicultural competence and corresponding counseling skills.

*Prerequisite: COU520 and COU525*

#### **COU645. Clinical Internship II (3)**

The intention of Clinical Internships is to provide students with focused skills development. Students learn and develop specific skills, competencies, and concepts that facilitate the development of rapport and foster growth: listening, responding, reflecting feelings, focusing, reflecting meaning, confronting, reframing, directing & when appropriate spiritual integration. Students are required to participate in on-campus supervision as well as onsite supervision. One does not replace the other. In order for a student to move successfully through COU605, and COU645 student must pass on-campus supervision including assignments and campus evaluation and receive an evaluation from internship site that demonstrates competency, growth and indicates no ethical or behavioral concerns. Only when those requirements are met will students receive credit for COU605, followed by COU645. Students are expected to complete 700 hours of internship (280 direct client-contact & 420 other hours) while enrolled in COU545, COU605, & COU645.

*Prerequisite: COU605 and Instructor permission*

**COU648. Psychopharmacology (2)**

Reviews physiological components of mental health and application of psychopharmacology to mental health issues. Students will be introduced to neurological underpinnings related to mental health, how pharmaceutical intervention impacts the body and brain chemistry, and how addictive substances affect the body. Treatment implications for addictions and research-based psychopharmacological interventions will also be discussed.

**COU650. Couples, Families, and Other Systems (2)**

Serves as an introductory study of family systems theories and how to employ family systems theory in issues of sexuality, marriage and divorce, couple relationships and the family. Topics include alternative and blended families, family boundaries, intimate partner violence, physical and sexual abuse, and marital/couple discord.

*Prerequisite:* COU520 and COU525

**COU651. SUD in Couples, Families, and Other Systems (1)**

This course builds off the family system information presented in COU650 to discuss how family system information is relevant to assessing and treating substance use disorders. Attention is also given to how addiction impacts the family system as well as broader systems of social networks, employment, and community.

**COU653. Human Growth and Development (3)**

This course examines human development from birth through old age and focuses on counseling intervention strategies from the perspective of lifespan development. Human development is explored from biological, interpersonal, neurological, societal, spiritual, sexual, cognitive, moral and other perspectives. Relevant theories of development are presented, as well as opportunity to critique them from biblical worldviews.

*Prerequisite:* COU520 and COU525

**COU655. Addictions (Treatment) (2)**

This course will provide a basic understanding of addiction and behavior including substance abuse and other addictions including internet, gambling, and pornography. The course will provide counselors-in-training with an overview of addictive disorders, stages of change, harm reduction, and intervention strategies including evidence-based practices. The behavioral health model and relapse prevention will also be covered.

*Prerequisite:* COU520 and COU525

**COU657. Research II (2)**

Advanced research methodology and statistical applications in psychological research, including qualitative and quantitative approaches. Focus is placed on understanding and critically interpreting research studies.

**COU658. Research & Evaluation (3)**

Advanced research methodology and statistical applications in psychological research, including qualitative and quantitative approaches. Focus is placed on understanding and critically interpreting research studies.

**COU660. Tests and Appraisal in Counseling (3)**

Survey of psychological assessment as a diagnostic and therapeutic tool in the treatment of individuals, couples, families, and groups. Focuses on reliability and validity of instruments, selection, administration, and ethical issues related to the administration of those instruments.

**COU662. Neurobiology and Psychopharmacology (3)**

Reviews the current theory and research on neurobiology, including its intersection with understanding both psychopathology and treatment. Also discusses psychopharmacological and medications for various mental disorders. Emphasizes appropriate medical referral and consultation.

**COU665. Trauma (2)**

Reviews the impact of crisis and trauma on individuals from a biopsychosocial perspective including its intersection with addiction. Provides an overview of the different types of trauma, potential effects of trauma, trauma-informed care model, and use of evidence-based treatment models for trauma.

**COU675. Advocacy and Consultation (1)**

The course will explore how counselors are able to serve as advocates for their clients with diverse client populations, across multiple settings in varied specialty areas. Integration and application of advocacy, consultation, and collaboration for practical use will be emphasized throughout.

**COU680. Lifestyle, Career, and Advocacy (3)**

Investigates foundational issues regarding the development of career as a process that continues throughout the lifespan, utilizing theories and models of career counseling. Student will also review specific steps toward professionalism in the field (e.g., Licensure) and work on planning their own career. In addition, the course will explore various roles counselors can play in their career, including the integration and application of advocacy across populations and settings, consultation, and collaboration.

*Prerequisite:* COU605

**COU681. CPCE (0)**

Students will take the CPCE (Counselor Preparation Comprehensive Exam) during a class session of COU680. Student must pass this exam to graduate from the MAC degree program.

**COU690. Integ Case Conceptualization & Comp Oral Exam (1)**

Final Comprehensive Exam to be taken toward the end of degree program. Students will present a written report, video, and transcript of actual client work and defend it before a committee. Students will receive internship hours for this course and thus do not receive additional academic credit.

### **COU695. Continuing Internship (1)**

This course is intended to allow student who was not able to complete their hours during Internship I, and II the opportunity to fulfill those requirements. Such students must continue to enroll in this course, on-campus and on-site supervision, each semester until completion. However, the student may not enroll in this course for more than 2 semesters. Successful completion of COU695 requires student to pass on-campus supervision, receive an evaluation from their internship site that demonstrates competency, growth and indicates no ethical or behavioral concerns.

**Prerequisite:** *COU645 and Instructor permission*

# School of Theology and Leadership

## Graduate Certificates - Online

The Graduate Certificate Offerings in the School of Theology and Leadership are fully online.

The Graduate Certificate in Leadership provides a conceptual foundation for students desiring to develop their understanding and practice of leadership. After successfully finishing the Certificate courses, students will be able to articulate core leadership principles and demonstrate strategic leadership competencies. This Certificate makes use of existing courses in the MA in leadership program. Upon completion, students may continue their studies by applying their units toward the MA in Leadership degree.

Following the Graduate Certificate in Ministry courses, students will be able to synthesize rich theological reflection with their ministry and personal lives, demonstrate self-awareness and formulate strategic steps for personal and spiritual growth as a leader, and articulate core leadership principles. This Certificate equips those who desire to further the cause of Christ in the church and culture. Students may apply units from this Certificate towards the MA in Leadership degree.

Upon completion of the Graduate Certificate in Executive Coaching, students will be able to demonstrate core executive coaching competencies, articulate a compelling executive coaching philosophy and deploy an array of coaching tools to further their executive coaching journey. Those who complete this Certificate may continue their studies by applying their units toward the MA in Leadership degree.

### **Graduate Certificate in Leadership (12 units)**

Personal Life of the Leader (LDRS500)	2
Strategic leadership Foundations (LDRS501)	2
Transformational Leadership (LDRS513)	2
Diversity and Global Leadership (LDRS530)	2
Two Core Leadership Courses	4

### **Graduate Certificate in Ministry (12 units)**

Hearing God (MIN530)	2
Spiritual Disciplines (MIN531)	2
Justice and Mission (MIN551)	2
Church Life and Leadership (THEO586)	2
Leadership: Vocation and Calling (THEO680)	2
Core Leadership Course	2

### **Graduate Certificate in Executive Coaching (12 units)**

Introduction to Coaching (LDRS502)	2
Building a Coaching Toolbox (LDRS503)	2
Coaching for Leaders and Managers (LDRS562) or The Coach as Story-Listener (LDRS572)	2
Coaching for Change (LDRS670)	2
Supervised Coaching Practicum (LDRS675)	2
Core Leadership Course	2

### **Graduate Certificate in Bible Foundation (option)**

Genesis through Song of Solomon (BIB501) or Isaiah through Malachi (BIB502)	3
Pauline & General Epistles (BIB513) or Gospel, Acts, Revelation (BIB514)	3
Christian Theology I (TH507) or Christian Theology II (TH508)	3
Biblical Interpretation (BIB509)	3
Total units for Certificate.....	12

## Master of Arts in Leadership (MAL)

Available Online

Jessup's fully online Master of Arts in Leadership program equips students to be transformational leaders in the marketplace and the church. As a student, you'll gain insights and develop skills you can apply immediately at work and in ministry. Built on Christian beliefs and values, the program focuses on personal development and leadership skills. Graduates of the program bring Christ-centered leadership to churches, nonprofit organizations and businesses.

The Christian Ministry Concentration includes five courses designed to equip students for the next level of leadership in a church or parachurch ministry.

The Executive Coaching Concentration includes five courses designed to equip students to practice coaching skills in the marketplace.

The Master of Arts in Leadership program includes a Capstone Project in which students develop research and writing skills while applying the best of their learning to a workplace project.

For those seeking personal and professional development as transformational leaders, the Master of Arts in Leadership is an ideal program.

The Master of Arts in Leadership (MAL) is a 36-unit degree with 22 units in its core and 10 units of customized coursework for its concentrations. It has the capacity to serve constituents from various academic fields and disciplines, providing an important and valued professional degree.

At the end of the Master of Arts in Leadership program, students will be able to:

- Articulate core leadership principles.
- Demonstrate strategic leadership competencies.
- Integrate leadership with their chosen concentration or field.
- Fulfill the outcomes and objectives associated with their concentration.

### Admission Requirements

Basic full admission requirements into the program are consistent with the graduate studies policies already established by the University. They include:

- Verification of a baccalaureate degree from a regionally accredited institution
- University application form
- Two personal reference forms
- Undergraduate GPA of 3.0 or better

### Graduation Requirements

Graduation requirements from the program are consistent with the graduate studies policies already established by the University. They include:

- Successful completion of all prescribed courses and program requirements
- A 3.0 cumulative GPA (or better) associated with all graduate-level courses

### Relationship to University Mission

Jessup University's mission statement states, "In partnership with the Church, the purpose of Jessup University is to educate transformational leaders for the glory of God." This graduate degree is entirely consistent with the University's commitment to support and equip students for more effective leadership in their various vocations.

### Concentrations

The Christian Ministry concentration addressed the need for ministry-specific leadership training, equipping leaders with a unique spiritual formation curriculum, adaptable to church or society and applicable to real-life experiences. The fully-online Christian ministry concentration is a customizable program that allows candidates to tailor their educational curriculum to meet their specific career goals and areas of interest while balancing biblical, professional, and personal development objectives.

The Executive Coaching concentration equips students to articulate and practice vital coaching skill in marketplace, or ministry settings. Students will receive coaching and develop an array of coaching skills to apply throughout their lives.

### Program Requirements, Courses, and Structure

Jessup's online Master of Arts in Leadership requires 36 credit hours. The program is divided between 22 credit hours in Leadership, 10 credit hours for each concentration, and 4 credit hours for the Capstone Project.

## GRADUATE PROGRAMS

**The Capstone Course:** The capstone is designed to assess the student’s capacity to integrate material from the entire program— personal, professional, and biblical elements. While the MAL does not utilize traditional “sequencing” of courses, each course contributes in a tangible way to the capstone project.

Courses are offered for two units of credit over seven-week periods. This allows us to:

- i) Offer more diverse coursework—10 classes for 20 units;
- ii) Create a stronger balance between professional (four courses), theological (four courses), and personal development curricula (two courses);
- iii) Distill the very best material on pertinent topics; and
- iv) Comfortably meet “credit hour” expectations within a seven-week period for working adults (13 hours per week).

**Prerequisites:** Students who choose the MAL program Ministry concentration may need to complete additional foundational courses before graduation from the program unless they have completed comparable coursework at the undergraduate level through an accredited institution. These courses should be taken as early as possible in one’s degree progression.

**Prerequisite for Special Status Students or students needing stronger graduate reading and/or writing skills, as determined by the Program Director:**

*LDRS504 Reading and Writing*

Foundation courses for Christian Ministries and Apostolic Concentrations include:

- BIBL500 Old Testament Foundations (2 units)
- BIBL505 New Testament Foundations (2 units)
- BIBL510 Art of Interpretation (2 units)

### Core Courses

Personal Life of the Leader (LDRS500)	2
Strategic leadership Foundations (LDRS501)	2
Transformational Leadership (LDRS513)	2
Leadership and Communication (LDRS521)	2
Diversity and Global Leadership (LDRS530)	2
Emotional Intelligence and Leadership (LDRS543)	2
Organizational Leadership (LDRS560)	2
Team Leadership and Conflict Management (LDRS561)	2
Unleashing Creativity (LDRS642)	2
Managing Stress and Avoiding Burnout (MIN520)	2
Heritage and Leadership (MIN523)	2
Capstone (MIN698)	4

### Christian Ministries Concentration (10 units)

Hearing God (MIN530)	2
Spiritual Disciplines (MIN531)	2
Justice and Mission (MIN551)	2
Church Life and Leadership (THEO586)	2
Leadership: Vocation and Calling (THEO680)	2

### Executive Coaching Concentration (10 units)

Introduction to Coaching (LDRS502)	2
Building a Coaching Toolbox (LDRS503)	2
Coaching for Leaders and Managers (LDRS562) or The Coach as Story-Listener (LDRS572)	2
Coaching for Change (LDRS670)	2
Supervised Coaching Practicum (LDRS675)	2

### The MA in Leadership with Apostolic Concentration is offered as part of a Specialized Partnership Program with Wilson University

#### Apostolic Concentration

Theology of Human Spirituality (THEO570)	2
Theology of Personal Emergence (THEO571)	2
Theology of Vision (THEO572)	2
Theology of Mission (THEO573)	2

## Course Descriptions

### BIBLE (BIBL)

#### **BIBL500. Old Testament Foundations (2)**

This course introduces the literature of the Old Testament and the history of the Jewish people through the post-Exilic period. It provides a survey of the three major categories of the Old Testament—the Law, the Prophets, and the Writings—and emphasizes the connections with the New Testament and the relevance of the revelation for today.

#### **BIBL505. New Testament Foundations (2)**

This course provides a survey of the New Testament from Matthew through Revelation. It analyzes the historical background, content, and theology of each book, and integrates the background and message of each book with the rest of the New Testament.

#### **BIBL510. Art of Interpretation (2)**

This course introduces students to a range of biblical study tools. It explores the different genres of biblical literature and the various principles for interpreting them. It also provides a foundational model for exegesis and hermeneutics, to prepare students for accurate exploration and application of God's Word.

### LEADERSHIP (LDRS)

#### **LDRS500. Personal Life of the Leader (2)**

This course equips students to serve effectively as reflective leaders. The course includes a comprehensive and holistic overview of factors inherent to the practice of Christian leadership as it pertains to one's own mental, emotional, social, and spiritual health. The student identifies and addresses areas for personal growth in wholeness.

#### **LDRS501. Strategic Leadership Foundations (2)**

This course explores key foundational leadership principles and theories, particularly related to strategic thinking, analysis, and change management. Students assess their own leadership proclivities in light of the course material, and develop specific, strategic "next steps" for themselves.

#### **LDRS 502. Introduction to Coaching (2)**

In this course, students learn the fundamentals of coaching including defining the process. They will be introduced to the International Coach Federation (ICF) competencies, common models (e.g. hourglass, GROW), ethics in coaching, and coaching to diversity, (ICF competencies A, B, C) *This course must be taken first among the five coaching courses, or concurrently with LDRS 503, 562 or 670.*

#### **LDRS 503. Building a Coaching Toolbox (2)**

In this course, students identify and collate useful coaching tools that are compatible with their personalities and coaching approaches; and suitable for the needs and purposes of those whom they coach. The course helps students assess the value of inventories and other common coaching tools. (ICF competencies A, C, D)  
*Pre or Co-requisite: LDRS 502*

#### **LDRS504. Reading and Writing (2)**

Students enter graduate programs from varying academic backgrounds, yet graduate programs require students to demonstrate advanced skills in reading and writing. This course provides information, opportunities for skill development, and feedback so students can acquire the skills to read and write effectively at the graduate school level.

#### **LDRS513. Transformational Leadership (2)**

Transformational Leadership is the most prominent values-based leadership theory of the last several decades. This course explores Transformational Leadership's key principles of Idealized influence, Intellectual Stimulation, Inspirational Motivation, and Individual Consideration for Christian Leadership.

#### **LDRS521. Leadership and Communication (2)**

This course explores the intrinsic relationship between leadership and communication. Students identify the impact of spoken words, written words, social media, and other media on leadership effectiveness.

#### **LDRS530. Diversity and Global Leadership (2)**

This course guides students to develop greater diversity awareness. It explores the challenges and opportunities of leading across and through cultures, giving students a deeper understanding of "privilege and power" issues associated with leadership. The course examines ways to empower across diverse gender, ethnic, socio-economic, educational, and disability spectra.

#### **LDRS543. Emotional Intelligence and Leadership (2)**



## GRADUATE PROGRAMS

This course examines emotional and social intelligence and their impact on leadership effectiveness. Students study the importance of perceiving, using, understanding, and managing emotions. Attention is also given to the dark side of emotional self-deception which often undermines leadership.

### **LDRS560. Organizational Leadership (2)**

This course provides a comprehensive, integrative, and practical focus on organizational leadership. It exposes students to the realities of corporate culture and proposes workable, culturally sensitive, and relevant models for organizational effectiveness.

### **LDRS561. Team Leadership and Conflict Management (2)**

This course examines the factors that produce conflict, the dynamics of conflict, and ways in which conflict can be managed appropriately. It includes exploration of clashing expectations, incompatible visions, and conflicting values. Students develop their capacity to offer meaningful, sustained, and effective team leadership by means of successful conflict management.

### **LDRS 562. Coaching for Leaders and Managers (2)**

In this course, students learn how to utilize a “coach approach” in their leading and managing direct reports and others. *(ICF competencies C, D)* This course requires students to have current supervisory relationships.

**Pre or Co-requisite:** LDRS 502

### **LDRS 572. Coach as Story Listener (2)**

Personal narratives shape human behavior positively and negatively. The stories we tell ourselves can free or limit us, motivate or incapacitate us, and influence our personal and professional life trajectories. This course explores a Coach’s role with clients, not as a story-teller, but as an exceptionally good story-listener. It identifies coaching methods to assist clients in recognizing and re-writing their personal narratives.

**Pre or Co-requisite:** LDRS 502

### **LDRS642. Unleashing Creativity (2)**

This course explores the topics of imagination, insight, and innovation as means to transformational change. It also examines strategies for unleashing creativity within individuals leaders and followers. Students learn keys to innovation through divergent and convergent thinking, planning, and action.

### **LDRS 670. Coaching for Change (2)**

In this course, students learn how to coach people through change and transition; the neuroscience underlying the efficacy of coaching; as well as the use of learning theory, positive psychology, wellbeing, and happiness studies in coaching. *(ICF competencies B, D)*

**Pre or Co-requisite:** LDRS 502

### **LDRS 675. Supervised Coaching Practicum (2)**

Group coaching practicum. In the practicum, students experience supervised peer-coaching and pay for and receive professional coaching from an approved coach. This fourteen -week experience also involves online synchronous chats and presentations, uploading recorded student coaching practice, peer review, and instructor support, feedback, and evaluation. *(ICF competencies B, C, D)*

**Pre-requisite:** This course must be taken last among the five coaching courses, or concurrently with LDRS 503, 562 or 670. Students pay coaches for coaching sessions, in addition to tuition and course materials.

## **MINISTRY (MIN)**

### **MIN520. Managing Stress and Avoiding Burnout (2)**

This course helps students identify triggers for stress and signals of burnout, so they can effectively manage the former and avoid the latter. It exposes students to current psychological theory concerning stress and facilitates the development of personal strategic plans for students.

### **MIN523. Heritage and Leadership (2)**

This course guides students to a deeper understanding of the impact of their heritage (past experiences—recent or distant) on their leadership responses. It helps students identify events that have shaped them, perhaps unconsciously, and that impact their leadership style. It examines issues of attachment, identity, and security.

### **MIN530. Hearing God (2)**

Based on Dallas Willard’s work, this course examines the biblical teachings about hearing God. It identifies limitations and boundaries, as well as methods and appropriate expectations, so that leaders can grow in their recognition of the voice of God in their own lives and leadership experiences.

### **MIN531. Spiritual Disciplines (2)**

This course introduces the spiritual disciplines of Scripture, prayer, fasting, silence, and solitude. It examines historical and biblical teachings on these disciplines, and explores their function and purpose for believers today. It also guides students into practical experiences of the disciplines, building a foundation for ongoing spiritual formation.

**MIN551. Justice and Mission (2)**

This course explores God's heart for justice and its relevance to the mission of the Church today. Students examine how justice relates to worship, poverty, compassion, and forgiveness. Students also reflect on their personal and church-based experience with justice, examine current justice-related ministries, and propose a local church-based justice ministry.

**MIN698. Capstone Project (4)**

This course provides the student with an opportunity to demonstrate their ability to integrate personal, professional, and biblical elements into a single workplace-related project. All capstones are expected to demonstrate research rigor, analytical thinking, writing skills and a Gospel Worldview.

**THEOLOGY (THEO)****THEO570. Theology of Human Spirituality (2)**

This course introduces students to the seminal subject of "being." Students examine God as "Being," explore human "being" and its implications, and examine the ideal human "being" as found in the resurrected Christ.

**THEO571. Theology of Personal Emergence (2)**

Students analyze the remarkable journey inward and outward in personal development, including the role of courage, decision making, and interaction with the inner and outer world of the individual.

**THEO572. Theology of Vision (2)**

In this course, students explore both the ethereal and practical aspects of vision—what it is, how it comes, and its primacy in effective ministry. The course examines the contrasts and interplay between visionary and managerial ministry. Biblical as well as historical models are researched, with emphasis on personal application.

**THEO573. Theology of Mission (2)**

Authentic mission always derives from vision and leads to action. Beginning with these connections, this course exposes the student to the origins, characteristics, and methods that are revealed biblically for mission with the goal of equipping the student for effective missional activities.

**THEO574. Theology of Process and Action (2)**

This course discusses the nature and role of process, program, and planning in effective ministry. Students explore precedents to spiritual action, the nature of such action, and anticipated results. The course assists students in avoiding ineffective actions and enhancing spiritual returns on efforts.

**THEO586. Church Life and Leadership (2)**

This course examines the biblical nature of the Church (ecclesiology) and gives specific attention to the sacraments/ordinances of baptism and Lord's Supper. Students explore the role of these sacraments in the life of the church, and best pastoral practices for weddings and funerals.

**THEO680. Leadership: Vocation and Calling (2)**

This course places leadership within the context of calling, not merely activity. How does a sacred call to leadership (in any sphere of life) impact our understanding of leadership? Is leadership something we merely learn, or a way of life we steward? This course examines the biblical foundation for understanding God's particular call on someone's life, and guides students to meaningful and sustained response.

# Multnomah Biblical Seminary

## at Jessup University

Multnomah Biblical Seminary is dedicated to biblical studies and ministry preparation. The Seminary, which merged with Jessup University in Fall 2024, continues to educate students committed to Christ and God's Word; people who are dedicated to the gospel and world transformation. The programs within the Seminary are in partnership with the Church and designed for both the education and formation of students.

### Our Purpose

#### 1 | Doctrinal Convictions

We develop transformational leaders with grounded biblical and doctrinal convictions who:

- anchor their worldview and ministry in the inspired and authoritative Word of God;
- are committed to love the triune God – Father, Son, and Holy Spirit;
- compassionately recognize that everyone has sinned and is under the sentence of death;
- are committed to the Person and redemptive work of the Lord Jesus Christ;
- depend on the Holy Spirit and His continuing presence in each believer to function as gifted members of Christ in ministry;
- present salvation as given by grace through faith in Jesus Christ to become members of the universal Body of Christ, the Church;
- serve and are committed to the local church;
- reflect in their lives and ministries an expectation of the return and reign of Christ; and
- integrate doctrine with experience through a lifelong process of learning as individuals and ministering within the community of faith.

#### 2 | Spiritual Maturity

We develop leaders with spiritual maturity, who:

- grow in their knowledge of God and identity in Jesus;
- deepen their relationship with God;
- manifest a consistent life of personal holiness and discipline;
- are sensitive to the realities of, and engage in, spiritual conflict;
- value, form, and facilitate relationships with other believers; and
- understand the varieties of traditions of Christian spirituality, especially appreciating their evangelical heritage.

#### 3 | Communication Skills

We develop transformational leaders with honed communication skills, who:

- communicate the Word of God accurately and relevantly;
- preach or teach the Word of God;
- facilitate small groups, and studies;
- disciple, build relationships and provide spiritual mentoring; and/or
- provide spiritual care and counsel.

#### 4 | Transformational Leadership

We develop leaders with a passion for Christ and the church. "I will give you shepherds after my own heart, who will lead you with knowledge and understanding." Jeremiah 3:15 (NIV) They...

- discern and contextualize God's vision for the Church;
- motivate and influence God's people to follow this vision;
- guide the Church toward renewal and unity;
- understand the vital spiritual and organizational components in planting, developing, and maintaining a healthy church;
- understand and employ appropriate ministry strategies;
- accomplish ministry through effective teamwork;
- lead others without manipulation or competition;
- promote a missional perspective of God's work in the world by encouraging winsome communication of the gospel and commitment to global ministry;
- engage culture by understanding our world broadly and biblically, integrating the richness of human diversity appropriately and expressing our faith incarnationally; and

- serve and minister to a society that is much different than the Church and God's people.

**5 | Global Vision**

We develop leaders with a global evangelistic vision to:

- affirm the broader multiethnic, interdenominational, parachurch, and world mission ministries of the Body of Christ;
- appreciate and understand how local churches relate to and embrace other local churches within the city, region, nation, or world;
- position the church to impact its community;
- motivate and train individuals for personal and corporate evangelism;
- support global missions and have a willingness to serve cross-culturally; and
- encourage the church to support mission work through prayer, giving, sending, and going.

## Master of Arts in Biblical Studies

Available on Campus in Portland, OR  
*On Campus with some courses offered Synchronously and Asynchronously (Distance)*  
*Pending Approval for Veterans Education Benefits - Check Website for Current Status*

The Master of Arts in Biblical Studies (Old Testament) or (New Testament) is a two-year program offering a specialization in biblical studies and exegesis with a focus in Old Testament (OT) or New Testament (NT). The program emphasizes competency in the original languages (Greek or Hebrew) and research methods related to biblical interpretation. The student will successfully produce and defend scholarly biblical research projects.

### Vocational Options

The MABS degree enhances student preparation for a variety of vocational directions:

- Church ministry;
- Christian primary and secondary education;
- Christian writing ministries;
- campus ministry and parachurch organizations;
- intercultural and global missions; and
- preparation for further graduate study.

### Program Outcomes

At the completion of the MABS program, students will be able to:

- Understand the biblical text in its original context for its ongoing theological and cultural relevance;
- Translate and exegete Greek or Hebrew biblical texts;
- Explain and apply the major themes and theological concepts of the biblical text;
- Communicate biblical truths in a way that engages both the Church and the academy;
- Engage others in a culturally aware and relevant manner;
- Identify healthy spiritual well-being and promote growth in self and others.

### Admission

1. Applicants should possess a bachelor's degree with a minimum of 32 semester hours of general studies, including such courses as English composition, speech, history, psychology, and sociology, from an institution accredited by an agency recognized by the Council for Higher Education Accreditation (CHEA) or holding membership in the Association of Universities and Colleges in Canada or the equivalent.
2. Applicants should hold a minimum 3.0 undergraduate grade point average (4.0 scale) for admission into the MABS.
3. Applicants must believe and affirm the essential doctrines of the Christian faith.
4. See the [Admission & Financial Information section](#) of the catalog for information about other admission requirements.

### Program Structure

#### Bible (18 units)

Genesis-Song of Songs (BIB501)	3
Isaiah through Malachi (BIB502)	3
Gospels, Acts, Revelation (BIB513)	3
Pauline & General Epistles (BIB514)	3
Biblical Interpretation (BIB509)	3
Text and Canon (BIB608)	3

#### Theology (6 units)

Christian Theology I (TH507)	3
Christian Theology II (TH508)	3

#### Language (12 units)

Either:	12
Greek Grammar I (GRK501) (3 units)	
Greek Grammar II (GRK502) (3 units)	
Greek Reading & Syntax (GRK651) (3 units)	

**SEMINARY PROGRAMS**

Greek Exegesis (GRK652) (3 units)	
<b>Or:</b>	
Hebrew Grammar I (HEB621) (3 units)	
Hebrew Grammar II (HEB622) (3 units)	
Hebrew Reading (HEB721) (3 units)	
Hebrew Exegesis (HEB722) (3 units)	
Electives (6 units)	6
Other (6 units)	
Spiritual Formation (SF511)	3
Master's Colloquium (BIB814)	3
<b>MA Biblical Studies Total</b> .....	<b>48</b>

**Graduate Certificate in Bible Foundation (option)**

Genesis through Song of Solomon (BIB501) or Isaiah through Malachi (BIB502)	3
Pauline & General Epistles (BIB513) or Gospel, Acts, Revelation (BIB514)	3
Christian Theology I (TH507) or Christian Theology II (TH508)	3
Biblical Interpretation (BIB509)	3
Total units for Certificate .....	12

## Master of Divinity

Available on Campus in Portland, OR

*On Campus with some courses offered Synchronously and Asynchronously (Distance)*

*Pending Approval for Veterans Education Benefits - Check Website for Current Status*

As the professional degree for pastoral ministry, Multnomah Biblical Seminary's three-year Master of Divinity program is designed to provide professional training in pastoral and related fields for those planning a lifetime of ministry with people. The program aims to produce graduates who can articulate their calling, effectively communicate God's Word, lead God's people, and provide pastoral care to a hurting world.

### Educational Philosophy

The Master of Divinity program focuses on two points in its educational philosophy—Christ and the Bible. Commitment to Jesus and God's Word go hand in hand.

The program begins with a biblical and theological foundation. Furthermore, effective ministry training requires skills necessary to serve and lead people in a Christ-like fashion. The Master of Divinity program provides a balanced emphasis on skill development in the following areas: biblical languages, exegesis, communication, preaching, discipleship, mentoring, pastoral care, and leadership.

Crucial to ministry preparation is the spiritual formation of the student. Both individual spiritual disciplines and community-centered experiences in spiritual interaction and renewal are critical to lifelong growth and ministry.

### Program Outcomes

The M.Div. program is a three-year professional ministry degree. At the completion of the program, graduates will be able to:

1. Explain the biblical text in its original context and for its theological and cultural significance;
2. Contextualize major themes and theological concepts of the biblical text;
3. Exegete Greek or Hebrew biblical texts;
4. Engage others in a culturally sensitive and respectful manner;
5. Model a Christocentric understanding of leadership and service;
6. Promote healthy spiritual, emotional, and mental well-being for oneself and others.

### Program Structure

#### Bible (15 units)

Genesis through Song of Solomon (BIB501)	3
Isaiah through Malachi (BIB502)	3
Biblical Interpretation (BIB509)	3
Pauline & General Epistles (BIB513)	3
Gospels, Acts, Revelation (BIB514)	3

#### Theology (21 units)

Christian Theology I (TH507)	3
Christian Theology II (TH508)	3
Theology of Cultural Engagement (TH642)	3
Ethics (TH720)	3
Patristic to Medieval Theology (HTH703) OR Reformation to Modern Theology (HTH704)	3
Evangelical Theology & History (HTH707)	3
Christian Theology and World Religions (IS701)	3

#### Language (12 units)

Greek Grammar I (GRK501) ... or 2 years of Hebrew in place of GRK	3
Greek Grammar II (GRK502)	3
Greek Reading & Syntax (GRK651)	3
Greek Exegesis (GRK652)	3

#### Pastoral (27 units)

Principles of Spiritual Formation I (SF511)	3
Foundation in Homiletics (PR611) OR Communication Skills for Ministry (PR708)	3
Foundations in Biblical Counseling (CN721)	2
Practicum Counseling Lab (CN723)	1
Principles of Leadership (PM605) OR Orientation to Institutional Ministry (PM624)	3
Theology for Thriving Communities (TH635)	3
Neighborhood Flourishing I (PM641)	3

## SEMINARY PROGRAMS

Curious Neighbors (PM648)	3
Neighborhood Flourishing II: Church, Poverty, & Development (PM744)	3
Collaborative Influence (Mentored Ministry) (MM740)	3

<b>Electives (3 units)</b>	<b>3</b>
Student choice of 3 credits of any seminary course	

**Master of Divinity Total ..... 78**

† *Students may petition to substitute the language credits to pursue other areas of focus (e.g., theology, chaplaincy, etc.) when ministry objectives do not include a teaching component in the Church. Approval of this substitution results in 15 units of electives.*

\* *MM 740: Students who have three years of full-time ministry experience or are currently in full-time ministry may apply to substitute these credits. Those interested in hospital, police & fire, or military chaplaincy may use CPE credits to fulfill MM 740.*

*Students working towards chaplaincy may (with approval) substitute the language credits with graduate counseling courses, if offered by the School of Psychology. For example:*

<i>CN724 Marital Counseling</i>	<i>2</i>
<i>CN726 Crisis Counseling &amp; Recovery Care</i>	<i>2</i>
<i>CN728 Growth &amp; Development Through Life Stages</i>	<i>2</i>



## Master of Arts in Global Development and Justice

Available on Campus in Portland, OR

*On Campus with some courses offered Synchronously and Asynchronously (Distance)*

*Pending Approval for Veterans Education Benefits - Check Website for Current Status*

The MA in Global Development and Justice (MAGDJ) program prepares students to work across the nexus of justice, transformational development, and peacebuilding work. Together with biblical insights and best practices, the program prepares community development leaders, cross-cultural workers, justice leaders, and humanitarian specialists in cross-sector vocational skills. The curriculum seeks to develop compassionate leaders and administrators, who are trauma-informed, passionate about advocating for the vulnerable, and prepared to support human flourishing in whatever context they work in.

### Program Outcomes

On the completion of this program students will be able to:

- Understand the biblical and theological nature of integral mission and effective Christian witness;
- Recognize the importance of socio-cultural sensitivity and competency while emphasizing service and humility;
- Analyze historical and contemporary theories and best practices related to development and justice;
- Examine the Church's role in advocating and addressing structural, institutional, and individual injustices in a healthy and sustainable manner;
- Implement and promote capacity-building, participation, and localization efforts;
- Apply technical skills in project design, monitoring, evaluation, and data management to development and justice needs;
- Understand global human rights and humanitarian systems.

The program requires that classes be taken on-campus in Portland, Oregon. Classes meet on campus once a week. Our four credit courses meet for three-hours (three-hour seat time) and each contains an additional one-hour online component to meet the required four-hour seat time. The tracks available for the program include:

- **Standard:** The standard track requires that students take one class per 8-week session. There are two sessions each semester (8 credit hours).
- **Executive:** The executive track is designed with the experienced relief, development, and justice worker in mind. This program is developed utilizing prior learning assessment (PLA) and is customized to the needs of the student. Permission from the program director is required for this track. Students can complete their program in 1-4 years.
- **Part-time:** The part-time track is for those students who are looking for a program that includes only one class per semester or a customized academic experience that is slower paced. Students can complete their program in 3-4 years.

### Program Structure

Justice, Development, and Peacebuilding (GLS501)	4
Conflict, Refugees, and Complex Disasters (GLS515)	4
Economic and Community Development (GLS614)	4
Peacebuilding and Transformative Justice (GLS617)	4
Children at Risk in Global Contexts (GLS618)	4
Non-Profit Leadership and Project Management (GLS621)	4
Human Rights and Public Policy (GLS711)	4
Monitoring, Evaluation, Research, and Learning (GLS724)	4
100-hour Internship I and 100-Hour Internship II (GLS630 & GLS640)	4
OR	
Thesis I and II (GLS750 & GLS760)	4
<b>MA in Global Development and Justice Total .....</b>	<b>36</b>

## Doctor of Ministry

Available Online

*Financial Aid eligibility is pending approval. Check website for current status.  
Pending Approval for Veterans Education Benefits - Check Website for Current Status*

The Doctor of Ministry is a two-year program (32 credits) offering a professional degree to experienced ministry leaders, providing them with advanced further education and training. The program revolves around a major project that emphasizes ministry practice rooted in a biblical and theological foundation.

### Vocational Options

Because this program is designed for experienced ministry leaders, students are often already engaged in vocational ministry. This degree is suitable for:

- senior and solo pastors;
- associate pastors and program staff;
- church planters;
- campus and parachurch ministry leaders;
- community outreach/mission pastors & missionaries;
- chaplains (Military, Prison, Hospital, Hospice, etc.);
- evangelists (both local and global);
- neighborhood/community development leaders;
- itinerant preachers and ministry leaders.

### Program Outcomes

At the completion of this program, students will be able to:

- Articulate a comprehensive theology of ministry that is biblically informed and critically engages alternative perspectives;
- Integrate theological understanding with updated ministry skills;
- Exhibit an advanced understanding of cross-cultural and intercultural issues and dynamics within their ministry setting, in the North American context, and globally;
- Demonstrate proficiency to integrate insights from a variety of sources (including the social sciences and other disciplines) into a comprehensive strategy for personal, congregational, or organizational ministry;
- Pursue spiritual growth in ways that result in personal maturity, stronger Christian character, and spiritual leadership.

### Admission

1. Applicants must meet general admission requirements as listed in the **“Admission and Financial Information”** catalog section.
2. Applicants should normally possess a master’s degree from an accredited college or university with a minimum 3.0 grade point average (4.0 scale), which includes broad-based work in theology, biblical studies, and ministry.
3. Applicants should submit three references, two of which are from a “ministry context,” one completed by a peer or colleague in ministry and one by a board member or elder from the applicant’s organization. The third reference may be a “personal” reference.
4. Submission of a letter of support from the applicant’s spouse is encouraged, if the applicant is married.
5. Through the submission of a professional resume, demonstrate at least three years of ministry leadership experience.
6. Applicants must believe and affirm the essential doctrines of the Christian faith.

Applicants not meeting the grade criteria may be admitted on a provisional basis which would be lifted after they demonstrate ability to do doctoral level work.

Applicants lacking the ministry experience may be eligible for admission under a permitted exemption.

### Program Structure

#### Orientation Course (2 units)

DMin Gateway (DM840) 2

#### Core Curriculum (16 units)

Navigating Cultural Complexity (DM841)	3
Bible and Theology Integration in Ministry (DM842)	3
Developing Ministry Clarity (DM843)	3
Leading Change (DM844)	3
Cultivating Ministry Well-Being (DM850)	0.5
Cultivating Ministry Well-Being (DM851)	0.5
Cultivating Ministry Well-Being (DM852)	0.5
Cultivating Ministry Well-Being (DM853)	0.5
Cultivating Ministry Well-Being (DM854)	0.5

**SEMINARY PROGRAMS**

Cultivating Ministry Well-Being (DM855)	0.5
Cultivating Ministry Well-Being (DM856)	0.5
Cultivating Ministry Well-Being (DM857)	0.5

**Research & Writing – Contextual Application (14 units)**

Comprehensive Reading (DM861)	1
Focused Reading (DM862)	1
Research and Design/Writing 1 (DM863)	3
Research and Design/Writing 2 (DM864)	3
Research and Design/Writing 3 (DM865)	3
Final Project & Thesis Defense (DM890)	3

***Doctor of Ministry Total* ..... 32**

## Multnomah Biblical Seminary Course Descriptions

### BIBLE (BIB)

#### BIB501. Genesis Through Song of Solomon (3)

This course provides a survey of Genesis through Song of Solomon with exposition of each book, with consideration of backgrounds, problem passages, and devotional sections.

#### BIB502. Isaiah Through Malachi (3)

This course investigates some of the historical, prophetic, and personally relevant aspects of the major and minor prophets, with special emphasis on the book of Isaiah.

#### BIB509. Biblical Interpretation (3)

This course provides an overview to the basic steps of doing independent, in-depth study of the Bible. It provides guidelines for approaching different literary categories of Scripture, and features emphasis on students' hands-on practice of applying these various methods.

#### BIB513. Pauline & General Epistles (3)

This course surveys the New Testament books from Romans through Jude addressing the message and themes of each book, basic study methods for each relevant genre, critical issues related to the interpretation of these books, and their contribution to our understanding of the Church.

#### BIB514. Gospels, Acts, Revelation (3)

This course studies the Gospels and Acts and the message of the book of Revelation within the broader context of apocalyptic genre and Old Testament imagery. The course addresses the message and themes of each book, basic study methods for each relevant genre, and critical issues related to the interpretation of these books.

#### BIB608. Text and Canon (3)

This course surveys the origins, formation, transmission, and translation of the Bible with emphasis given to the authority and reliability and translation philosophies of current English Bibles. Consideration is also given to extra-biblical Jewish writings, apocrypha, and pseudepigrapha.

#### BIB612. Psalms (3)

The Psalms have offered hope, comfort, and guidance to believers for generations. This course examines how the Psalms are studied, their categories, structure, arrangement, context, purpose, and theological message, including practical benefits for life today.

#### BIB614. Job (3)

This course explores the message and themes of Job and its place within the broader context of OT Wisdom Literature. Emphasis is placed on how to read the book in light of its complexity.

#### BIB632. Torah (3)

This course studies selected passages from Genesis through Deuteronomy, focusing on the character of God revealed through both narrative and Old Testament legal material. Consideration is given to broader Ancient Near Eastern literature, interpretation and implication of biblical law, and the relevance of Torah for modern life.

#### BIB814. Masters Colloquium (3)

This is a summative course in which students demonstrate their ability to integrate biblical and theological knowledge with advanced research skills. Under faculty supervision, students produce a research paper and prepare, present, and orally defend a project that merges their research and their specific ministry goals.

*Prerequisite:* Instructor permission

#### BIB824. History of OT Scholarship and Interpretation (3)

This course traces the origins, developments and key figures related to the history of OT interpretive methods and criticism from ancient to contemporary periods. Students investigate how influential scholars have proposed strategies for handling the text of the Hebrew Bible.

#### BIB840. Biblical Studies Thesis I (2)

This course provides instruction in research methodology and writing style. Students produce a thesis statement, prospectus, and first chapter of their final project.

*Prerequisite:* Instructor permission

#### BIB850. Biblical Studies Thesis II (2)

This course creates space for the composition and oral defense of an MA level thesis focused on the interpretation of a biblical text or the analysis of a biblical-theological theme.

*Prerequisite:* BIB840

### BIBLICAL THEOLOGY (BTH)

#### BTH633. Methods in Biblical Theology (3)

This course engages both Old and New Testament theology, issues, and perspectives. Principles of biblical theology are learned via inductive projects. Special attention is given to progressive revelation, authorial diversity, and biblical unity. *Prerequisite:* BIB509.

## SEMINARY PROGRAMS

### **BTH721. OT Biblical Theology (3)**

This course examines the role of biblical theology, the various methods used, how it relates to systematic theology, and tensions within the field. Students will interact with and engage in doing original biblical theological study of both themes and the books of the OT canon.

### **BTH724. NT Biblical Theology (3)**

This course examines the role of biblical theology, the various methods used, how it relates to systematic theology, and tensions within the field. Students will interact with and engage in doing original biblical theological study of both themes and books of the NT canon and will look at the NT's relationship to the OT.  
*Prerequisite:* BIB509.

## **DOCTOR OF MINISTRY (DM)**

### **DM840. Gateway (2 Credits)**

This course orients students to the DMin program, project, and expectations, and research methodology for practical ministry projects. This course is the required entry point for every DMin student. It can be taken separately or in conjunction with any other DMin course. This course culminates in the student's first project proposal.

### **DM841. Navigating Cultural Complexity (3 Credits)**

In this course, students explore approaches to researching, evaluating, and understanding the intricate real-world contexts of their ministries. Through a blend of theory and practical application, this course guides students in delving into those complexities, helping them identify nuanced issues, develop research strategies, execute projects using empirical studies, and evaluate their impact. Students emerge from the course with a heightened capacity to navigate the complex nature of ministry, enabling them to make profound contributions to their fields and evaluate and monitor their ministry impact for future adaptation.

### **DM842. Bible and Theology: Integration in Ministry (3 Credits)**

This course focuses on an advanced exploration of how to weave the critical elements of Biblical interpretation and theological exploration into the fabric of the student's ministry, as well as their DMin project. Seasoned ministry professionals emerge from this course with a biblically integrated theology of ministry that empowers them to lead with wisdom, purpose, and faith.

### **DM843. Developing Ministry Clarity (3 Credits)**

In this in-depth exploration of the ministry discernment process, students learn a model of discernment that helps them discover how God is particularly at work in their community. This course is designed to equip students with the skills to discover, name, and implement strategic shifts in their ministry context, helping them pursue new ministry projects with clarity.

### **DM844. Leading Change (3 Credits)**

This course explores models of leading through change in local ministry, engaging themes like non-anxious leadership, project communication, project launch, failure and reiteration, and project sustainability. Students learn to develop a theory of change that roots their leadership in best practices for leading people through change.

### **DM850-857. Cultivating Ministry Well-being (0.5 credits taken each term)**

In this course, students discover the path to holistic well-being as a ministry leader. Students take this course each term as a practice in prioritizing their own spiritual, emotional, physical, and mental health while simultaneously leading in their busy ministry setting. In this course students and faculty leaders engage in meaningful live conversations. Throughout the year, students complete one of the following options as an assignment for this course: 1) Two Spiritual Formation Retreats, or 2) Three visits to a Spiritual Director or Counselor. This course is taken each term a student is in the program.

### **DM861. Comprehensive Reading (1 Credit)**

Students complete a general reading list provided by the DMin Director that orients them to the broader ministry conversations pertinent to a DMin degree. Additionally, students may opt to attend an in-person writing retreat joined by faculty and peers.

### **DM862. Focused Reading (1 Credit)**

Students complete a focused reading list provided by their project advisor that relates to their specific research/project interests.

### **DM863-865. Research and Design/Writing (Taken each term of second year) (9 Credits)**

This course equips the student with the knowledge, skills, and experience needed to conduct advanced research in their field of ministry. Throughout the sequential courses, students are guided through the various critical stages and steps of their DMin project, preparing for DM890 in their final term.

### **DM890. Final Project and Thesis Defense (3 credits)**

In this capstone course, students complete their Research and Design/Writing work, submit their final manuscript, and sit for an oral examination of their research methodology and findings.

## **GLOBAL STUDIES (GLS)**

### **GLS501. Justice, Development, and Peacebuilding (4)**

This foundational course focuses on understanding the history and practices of justice, development, and peacebuilding work in local and international contexts. Emphasis is placed on understanding the primary theories associated with the transformational development, while examining how integral mission provides insights into Christian witness and transformation in the lives of individuals and their communities.

### **GLS515. Conflict, Refugees & Complex Disasters (4)**

This course explores faith-based strategies for responding to the needs of individuals and communities impacted by conflict and natural disasters, with emphases upon the unique needs of refugees and internally displaced persons. Emphasis is placed upon effective partnerships which promote opportunities for human

## SEMINARY PROGRAMS

flourishing through capacity building, participation and localization efforts, as well as standards for quality of care and accountability for humanitarian organizations. Students grow in their awareness of cultural, contextual and antecedent factors to the crisis, as well as ethical dilemmas in the humanitarian sphere.

### **GLS614. Economic and Community Development (4)**

This course explores theories and principles in economic and community development, highlighting effective and transformational approaches that result in local and participatory action leading to positive change in communities. Poverty alleviation and sustainable solutions are emphasized as students learn to address and support necessary changes in cross-cultural and multicultural contexts today.

### **GLS617. Peacebuilding & Transformative Justice (4)**

This course focuses on peacebuilding and transformative justice in light of current research and biblical/theological principles. Students develop strategies to respond to violence in ways that not only address the immediate crisis, but also work to transform the conditions that fostered violence and injustice, thus helping communities work together to promote healing, accountability, resilience, and safety for all involved. Students examine approaches to peacebuilding and transformative justice in NGO, church and community contexts.

### **GLS618. Children at Risk in Global Contexts (4)**

This course focuses on children and youth living in vulnerable and at-risk conditions and highlights culturally sensitive preventive and restorative interventions from an integrated and cross-disciplinary perspective. It emphasizes trauma-informed responses and best practices that lead children toward a restored relationship with God and others in society. Critical topics like child protection and participation, and the role of advocacy play a prominent role in the course.

### **GLS621. Non-Profit Leadership & Project Management (4)**

Nongovernmental organizations (NGOs) and other faith-based organizations are important partners in providing critical services at the local and international levels. This course provides a foundation for management of a non-profit organization; including approaches to fundraising, budgeting, marketing and board development. Technical skills and tools essential for project management are also explored. Emphasis is placed on leadership development and the character of effective leaders.

### **GLS630. GD&J Internship I (2)**

The internship requires 100 hours of supervised hands-on experience working in communities either in the U.S. or in an international context affected by conflict, poverty and injustices. Students work with an on-site supervisor of a recognized organization and receive regular evaluation during the internship. The internship placement depends upon the student's focus and vocational goals, allowing for skills development in a specific sector of development, justice and/or peacebuilding. Online journal reflections, additional readings, reports and a final evaluation are included in the experience.

*Prerequisite: Generally, students are required to complete the first year of MAGDJ courses before beginning their internship*

### **GLS640. GD&J Internship II (2)**

The internship requires 100 hours of supervised hands-on experience working in communities either in the U.S. or in an international context, affected by conflict, poverty and injustices. Students work with an on-site supervisor of a recognized organization and receive regular evaluation during the internship. The internship placement depends upon the student's focus and vocational goals, allowing for skills development in a specific sector of development, justice and/or peacebuilding. Online journal reflections, additional readings, reports and a final evaluation are included in the experience.

*Prerequisite: Generally, students are required to complete the first year of MAGDJ courses before beginning their internship*

### **GLS711. Human Rights and Public Policy (4)**

This course explores topics related to international human rights mechanisms and philosophies and discusses their role in civil discourse and public policies that affect the lives of the poor, those affected by injustices and others marginalized in society.

### **GLS724. Monitoring, Evaluation, Research & Learning (MERL) (4)**

This course focuses on MERL which is a series of frameworks, principles and data management practices that accompany justice-fostering interventions to help answer the following questions--is this intervention being implemented as planned, and is the intervention having intended results? Within a Christ-centered paradigm, MERL has a focus on utilizing credible, responsible, relevant and actionable data to learn how to improve at partnering with and loving neighbors, self and God with increasing faithfulness and fruitfulness.

### **GLS750. Thesis I (2)**

This course includes instruction in research methodology and writing style. Students produce a thesis statement, prospectus and literature review report.

*Prerequisite: Experienced students and executive track only.*

### **GLS760. Thesis II (2)**

This course focuses on the composition and oral defense of an M.A. level thesis focused on a subject relevant to the field of justice, transformational development, and/or peacebuilding. *Prerequisite: Experienced students and executive track only.*

## **GREEK (GRK)**

### **GRK501. Greek Grammar I (3)**

This course is an introduction to NT Greek (Koine) covering the basics of word formation, grammar, and syntax, systematically preparing the student for reading the Greek NT.

### **GRK502. Greek Grammar II (3)**

This course is continued development of the language competencies for reading the Greek New Testament. Students read extended selections from the Greek New Testament.

*Prerequisite: GRK501 or GRK511*

**GRK651. Greek Reading & Syntax (3)**

This intermediate Greek course uses the Gospel of Mark to develop reading fluency, deepen syntactical knowledge, strengthen vocabulary, and foster awareness of interpretation in the gospel genre. The final segment of the course focuses on reading and analysis of the book of Philipians.

*Prerequisite:* GRK502

**GRK652. Greek Exegesis (3)**

This course incorporates translation and exegesis of Galatians or Ephesians with close attention to the Greek syntax, the author's argument and flow of thought, and presenting a biblical theology of the book that leads to contemporary application.

*Prerequisite:* GRK651

**GRK757. Classical Greek Literature (3)**

This course provides exposure to the Greek language and literature of the Classical Period, with special emphasis on syntax, vocabulary building, and exposure to various types of literature (e.g., historical, philosophical, poetry).

*Prerequisite:* GRK652

**GRK758. Readings in The Septuagint (3)**

This course includes selected readings from the Septuagint (LXX) with emphasis on the LXX as evidence of alternate text forms, as the earliest written interpretation of the OT books, and as an object of interpretation independent from its Hebrew origins. *Prerequisite:* GRK652

**GRK778. Patristic Greek Reading (3)**

This course practices translation and analysis of central Greek texts of early Christian theology. Along with discussion of syntactical and exegetical issues, the texts also serve as entry points into discussions of classical Christology and Trinitarian theology. *Prerequisite:* GRK652

**GRK801. NT Exegesis Seminar I (3)**

This course involves translation, analysis, and exegesis of strategic portions of the Greek New Testament with an exegetical research project, based on one of the following three texts: Epistles of Peter, Hebrews, or Romans.

*Prerequisite:* GRK652

**HEBREW (HEB)**

**HEB621. Hebrew Grammar I (3)**

This course is an introduction to Classical Hebrew grammar, stressing vocabulary acquisition, noun and verb morphology, proficiency in oral reading and translation. In this course students translate a graded reader based on the Joseph narrative in Genesis 37-50.

**HEB622. Hebrew Grammar II (3)**

This course is a continuation of HEB621 with an emphasis on weak verbs, and translation of Ruth, Jonah and portions of Esther. *Prerequisite:* HEB621

**HEB721. Hebrew Reading (3)**

This course translates narrative and poetic texts in the Hebrew Bible (Samuel and Psalms) with emphasis on vocabulary building, morphology and syntax, and basic exegetical skills.

*Prerequisite:* HEB622

**HEB722. Hebrew Reading and Exegesis (3)**

This course interprets and translates Ecclesiastes (Qohelet) with emphasis on using exegetical tools to produce a meaningful translation.

*Prerequisite:* HEB721

**HEB831. Hebrew Exegesis Seminar (3)**

This course translates, analyzes, and exegetes strategic portions of the Hebrew Bible with an exegetical research project, from one of the following: Isaiah 1-39, Deuteronomy 1-17, or Job 1-21.

*Prerequisite:* HEB722

**HISTORICAL THEOLOGY (HTH)**

**HTH703. Patristic to Medieval Theology (3)**

This course examines the historical development of the formulation of the major tenets of Christian theology with special attention to councils, disputes over orthodoxy, and significant theologians from the close of the New Testament to the beginning of the Reformation.

**HTH704. Reformation to Modern Theology (3)**

This course examines theological issues of the Reformation and the subsequent development of Protestant theology to the beginning of the nineteenth century; investigating major movements within Protestantism and the emergence of Enlightenment themes.

**HTH707. Evangelical Theology and History (3)**

This course studies a variety of theological traditions and historical developments which have shaped American Christian theology, especially the theology of American Evangelicalism. An evaluation of Evangelicalism as both a product of history and a reflection of biblical Christianity.

**HTH715. Traditions in Christian Spirituality (3)**

This course examines of major Christian traditions of spirituality within their historical contexts; encouragement of personal spiritual formation through directed readings and journaling.

**HTH800. Knowing God in the Early Church (3)**

The course focuses on a close reading and discussion of the five theological orations (27-31) of Gregory of Nazianzus. These works are foundational documents for understanding the establishment of the doctrine of the Trinity and Incarnation; they also serve as a basis for discussion of early Christian theological method. Gregory's arguments and explanations often have a modern tone which makes them of perennial interest and importance.

**HTH810. Life in Christ: Early Reflections on the Spiritual Life (3)**

This course explores important themes in classic Christian spirituality. Students focus on texts that highlight an early understanding of spirituality and the Christian life with theological and biblical analysis of Patristic texts.

**INTERCULTURAL STUDIES (IS)**

**IS604. Cultural Anthropology (3)**

In this course, students explore a variety of concepts and theories that help us understand the similarities and differences experienced by global communities (including ourselves). This includes major topics such as anthropological and missiological thinking about culture and social structures, power and human agency, sex and gender, race and ethnicity, economic relations, worldview and religious systems, and other such topics.

**IS607. Intercultural Communication (3)**

This course identifies and analyzes the processes and problems of communicating across cultures around the globe as well as within the United States. Topics include differences in attitudes, social organization, roles, language, and nonverbal communication. This includes adaptation to rules and forms of communication in varied cultural settings with the intent to communicate more effectively for Christian ministry and life in general.

**IS612. Biblical Theology of Missions (3)**

This course exposes students to God's missionary intent from Genesis to Revelation, and emphasizes the theme of missions in Scripture and the scope and current challenges of cross-cultural ministry.

**IS642. Theology of Cultural Engagement (3)**

This course explores a biblically informed, Christ-centered Trinitarian engagement of culture, with special attention to the postmodern cultural context.

**IS700. Intercultural Ministry Project (2)**

This course exposes students to inner-city life and ministry, and emphasizes urban plunge experiences and the principles of CCDA (Christian Community Development Association): relocation, reconciliation, and redistribution of natural and spiritual gifts, talents, and abilities. *Prerequisite:* Instructor permission.

**IS701. Christian Theology and World Religions (3)**

This course serves as an introduction to and examination of prominent religions of the world and alternative spiritual paths. Consideration is given to the theme of religious pluralism in our post-Christendom global context. The course also reflects upon various worldviews against the backdrop of foundational relational motifs and values, and considers the significance of hospitality and neighborliness for effective ministry in our contemporary society.

**MENTORED MINISTRY (MM)**

**MM740. Collaborative Influence (Mentored Ministry) (3)**

This course meets weekly at churches in the greater Portland area. Students will get the opportunity to see church-based community development and partnerships in action, as well as interview church leaders about discernment, spiritual care, and today's most pressing issues.

**PASTORAL MINISTRY (PM)**

**PM605. Principles of Leadership (3)**

This course analyzes the role of leadership in church and ministry settings. It examines the biblical text to understand God's desire for his people in the context of leadership, as leaders and followers, and examines the dynamic of power and influence in the context of authority and responsibility.

**PM624. Orientation to Institutional Ministry (3)**

This course introduces students to the pastoral ministry of chaplains in institutional settings including military, hospital, prison, veteran's affairs, first responders, and corporate settings. It focuses on the chaplain's preparation, role, and function in the institutional culture, as well as unique opportunities and challenges.

**PM641. Neighborhood Flourishing I (3)**

This course examines economic and community development theory and practice.

**PM648. Curious Neighbors (3)**

This course introduces students to leaders and leadership models that embrace a posture for engaging a community curiously, creatively, and humbly. Students investigate church-based research, interviewing, and dreaming with their community.

**PM734. Conflict Transformation (3)**

This course takes a holistic look at the nature of conflict, and examines the process of conflict to resolution through the lens of biblical principles. Attention is also given to the specific roles of church discipline and conflict management within the Church.



## SEMINARY PROGRAMS

### **PM744. Neighborhood Flourishing II: The Church, Poverty, and Development (3)**

This course builds on PM641, deepening our exploration into church-based approaches to economic and community development. This course equips students for pastoral ministry, ready to partner with various entities in their cities addressing complex local issues.

*Prerequisite:* PM641.

### **PREACHING (PR)**

#### **PR611. Foundation in Homiletics (3)**

This course explores and practices principles of textual analysis and sermon construction for various genres in Scripture. It develops skills in exegesis, sermon development, and effective communication and delivery.

#### **PR708. Communication Skills for Ministry (3)**

This course guides students to become more confident communicators of God's Word, to learn various speaking approaches and develop listening skills. Students practice different verbal presentations, including public prayer and Scripture reading, with attention to understanding and communicating with contemporary audiences.

*Prerequisite:* PR611.

### **SPIRITUAL FORMATION (SF)**

#### **SF511. Principles of Spiritual Formation I (3)**

This course examines a theology of the spiritual life and the factors that contribute to a balanced spiritual life as we "Journey with God". This is a biblical, theological, and historical exploration of God's transforming work in Christians. Varied portrayals of God and spirituality are evaluated. Time is devoted to paths that promise spiritual growth and Christlike maturity.

### **THEOLOGY (TH)**

#### **TH507. Christian Theology I (3)**

This course is an introduction to the study of Theology. It examines the character and authority of the Bible, especially in view of contemporary religious doubt. Attention is also given to the attributes, names, designations and works of the Trinitarian God, as well as the person and work of the savior (including his deity, humanity, and the nature of his sacrifice as substitutionary atonement), and the Person and work of the Holy Spirit (including his role in salvation and the life of the believer).

#### **TH508. Christian Theology II (3)**

This course explores the origin, nature, fall, present condition, present responsibility, and destiny of humanity with emphasis on man's relationship to God. Attention is also given to salvation (including the doctrines of propitiation, reconciliation, redemption, justification, regeneration, and sanctification, election, faith and repentance, assurance and perseverance), the Church (in its local and universal manifestations, functions, polity, and ordinances), and personal eschatology (the second coming, the millennium, the rapture, the tribulation, heaven and hell, and the eternal state).

#### **TH614. Gender and Sexuality in the Church and Culture (3)**

A study of important issues of gender and sexuality in contemporary culture that create significant biblical and moral questions for the life of the church. Topics to be addressed include men and women in church ministry, sexual ethics in church leadership, gender identity and sexuality in the created order, and biblical perspectives on LGBTQ issues.

#### **TH635. Theology for Thriving Communities (3)**

In this course, students create an ecclesiology and theology for church-based community development. This course sets the stage for why this work matters to God, the Church, and our neighbors. Students also begin to explore a theological framework for doing pastoral ministry amidst today's challenges.

#### **TH710. Theological German Reading (3)**

This course is designed to develop proficiency in reading scholarly articles in German as a prerequisite for a Ph.D. program.

#### **TH720. Ethics (3)**

This seminar course guides students to formulate a deeper (and biblical) ethical framework. Students discuss contemporary trends in ethical studies.

#### **TH722. Studies in Ecclesiology (3)**

This course is a sustained treatment of the doctrine of the church from a Trinitarian and eschatological perspective, and examines how this framework bears on the church's community and function.

*Prerequisite:* TH507 and TH508.

#### **TH750. Topics in Theology (3)**

This course is not a regular offering in the seminary. The Topics course gives students the opportunity to focus on and examine a particular area of theology. The class is topical in nature and allows students to explore in-depth significant issues that are not commonly considered or dealt with.

#### **TH814. Colloquium in Christian Theology (3)**

This course is a summative seminar for formulating and expressing doctrinal convictions regarding scriptural teaching in key areas of historic orthodoxy, the heritage of the seminary, and the polity of their own ecclesiastical affiliation.

*Prerequisites:* TH507 and TH508.

## SEMINARY PROGRAMS

### **TH840. Thesis I (2)**

This course provides instruction in research methodology and writing style. Students produce a thesis statement, prospectus, and first chapter of their final project.  
*Prerequisite:* Instructor permission.

### **TH850. Thesis II (2)**

This course creates space for the composition and oral defense of a graduate-level thesis focused on the interpretation of a biblical text or the analysis of a biblical-theological theme.  
*Prerequisite:* TH840

## Jessup University Administration & Faculty

### Senior Leadership Team

(Dates in parentheses indicate start of service with Jessup)



**John Jackson (2011)**

**President**

BA, Chapman University, 1981; MA, Fuller Theological Seminary, 1983; MA, University of California, Santa Barbara, 1985; PhD, University of California, Santa Barbara, 1986.

Prior to joining Jessup University as its sixth President in March 2011, John served as the Co-Founder of Thriving Churches International and as a Senior Leader of Bayside Church, Granite Bay, California. He is the Founding Pastor of LifePoint Church in Minden, Nevada, and previously was the Executive Minister of the American Baptist Churches of the Pacific Southwest (now Transformation Ministries) where he was responsible for serving more than 270 churches in four Western states. John also served as the Senior Pastor and in several staff roles at First Baptist Church of Oxnard and as the Youth Pastor at First Baptist Church of Buena Park. Dr. Jackson earned both his Ph.D. and M.A. in Educational Administration and Organizational Studies from the University of California, Santa Barbara; M.A. in Theology (Christian Formation and Discipleship) at Fuller Theological Seminary; and a B.A. in Religion (Christian History and Thought) from Chapman University.

His strong background in executive and organizational leadership has given him the opportunity to come alongside high impact churches and marketplace leaders in national and global settings to strengthen their organizational leadership and cultural transformation capacities.

Dr. Jackson has written ten books, most recently *Grace Ambassador*, which is equipping believers around the world to bring heaven to earth. Other books include *The Prevailing Church*, *The Right Choice-Choosing a College and Why it Matters*, *Finding Your Place in God's Plan*, *God Size Your Church*, *Leveraging Your Communication Style*, *Leveraging Your Leadership Style*, *30 Days to Healthier Relationships*, *Pastorpreneur*, and *High Impact Church Planting*.

Dr. Jackson is married to Pamela Harrison Jackson and they live in Rocklin. They enjoy spending time with their five children, sons-in-law and five beautiful grandchildren.



**Phil Escamilla (2008)**

**Chief Academic Officer / Vice President of Academic Affairs**

BA, University of California, Berkeley, 1993; EdM, Harvard University, 1995; JD, Boston College School of Law, 1999.

Phil serves as the Vice President of Academic Affairs and Chief Academic Officer at Jessup University in Rocklin, California. In this role, he oversees the faculty who teach in over forty academic programs and the student support functions of the university. His prior roles at Jessup include Associate Provost, Dean of the Humanities, Arts, and Social Sciences, and Chair of Public Policy.

Prior to Jessup, Phil served as a pastor to young adults, singles, and married couples, a church planter, and the director of human resources for Bayside Church, Granite Bay, CA. Previously, he worked in a number of education policy and advocacy roles serving elected officials for the California School Boards Association and the National Governors' Association. He also led site review teams for Massachusetts Department of Education and worked as a credentialed high school teacher in the Boston Public Schools.

Phil earned a *Juris Doctor* degree from Boston College Law School, a Master of Education degree in Teaching and Curriculum from Harvard University, and a Bachelor's degree in English from the University of California at Berkeley. Phil lives in Roseville with his wife Lisa, a RN for Physical Medicine and Rehabilitation at Kaiser Permanente, and their three children.

Education: J.D., Boston College School of Law, 1999 | Ed.M., Harvard University, 1995 | B.A., University of California, Berkeley, 1993



**Judy Rentz (2011)**

**Chief Operating Officer / Vice President of Operations**

BA, Point Loma Nazarene University, 1988; MEd, Grand Canyon University, 2007

Judy Rentz serves as the University's Chief Operating Officer and has been dedicated to Christ-centered education since 1989. Prior to coming to Jessup, she had the privilege of serving as a faculty member at Capital Christian School for many years. As an educator, her passion has been to develop students from the foundations of faith and truth. Judy's oversight includes Information Technology Services, Human Resources, Facilities, Campus Safety, Strategic Planning, Insurance and Compliance, and Media Services.

Judy and her husband, Eddie, have served in church ministry together for nearly 30 years in a variety of roles. They have three children - all Jessup graduates.

## 2024-2025 Executive Team

John Jackson, President

Phillip Escamilla, Vice President of Academic Affairs, Chief Academic Officer

Judy Rentz, Vice President of Operations, Chief Operating Officer

Ben Huffman, Vice President of Strategic Data Management

Linda Giusti, Associate Vice President of Human Resources

Marie Lemos, Associate Vice President for University Events and Experience

Kay Llovio, Vice President for Educational Effectiveness, Dean, School of the Humanities and Arts

Kevin Pischke, Associate Vice President of Student Success

Angela Switzer, Associate Vice President of Enrollment

David Pineschi, Associate Vice President of Advancement

Lance Von Vogt, Vice President of Athletics

## Faculty

The faculty at Jessup is committed to God, the mission of the University, academic excellence, and our students. Excellence in teaching and personal interaction with the students are the two main priorities of the faculty. The student-teacher ratio at Jessup is 12:1, which allows professors the opportunity to know their students on a personal level. Interaction with students outside of the classroom is not something that just happens to occur but is purposefully initiated and enjoyed.

### Administrative Faculty



**Kevin Pischke (2007)** Associate Vice President of Student Success

BS, Multnomah Bible College, 1999; MA, Dallas Theological Seminary, 2004; MS, University of North Texas, 2005.

As the *Associate Vice President of Student Success*, Kevin is responsible for the overall development, policies, and services Student Success Division. His time at Jessup began as the Director of the Library and eventually launched an expansion of the academic support services known as the Academic Achievement Center. He then led the buildout of the Darling Center on the second floor of the library to support students through career and student success coaching. Kevin is passionate about students finding success in college and improving student services.



**Brandon Farmer (2017)** Director of Student Life

BA, Anderson University, 2002; M.Ed, Azusa Pacific University, 2004, Executive Coaching Certificate, Jessup University, 2023

As the Director of Student Life, Brandon Farmer is responsible for vision, oversight, and collaboratively leading and directing Campus Ministry (CM), Jessup Orientation and Engagement (JOE), Residence Life and Housing (RLH), and Warrior Wellness and Care. Farmer loves the challenge of making sure his team is meeting the needs of the ever-changing student population at Jessup. Brandon loves being a bridge builder with his professional colleagues so that through their collective ministry they can impact the lives of all Jessup students. Farmer really loves Jessup and hopes that each student that chooses Jessup as their college home will be equipped, known, and transformed upon leaving this institution.

Enneagram Type 8: The Challenger

Strengths: Communication / Includer / Maximizer / Belief / WOO



**Belinda Silva (2018)** Director, Library Services

BA, UC Berkeley, 1993; MLIS, San Jose State University, 2009; MAT, Jessup University, 2019

Belinda has been living in Placer County for over 20 years. Prior to that she has lived in Colombia, San Diego, and the Bay Area. Currently, she calls Rocklin, CA her home.

Before working at Jessup, Belinda spent the last 13 years working with the local K-12 school libraries in Roseville, Rocklin, Davis, and Lincoln. In addition, Belinda sat on the Library Advisory Committee for Twelve Bridges Public Library from 2013 – 2021.



**Yi Sunny Sun (2018)** Director of International Student Services  
BA, Patten University, 2010; MA, 2013

As the Director of International Student Services, Sunny serves as the University's Principal Designated School Official (PDSO), advises and provides guidance to F-1 students related to their opportunities, rights, and responsibilities on immigration regulations and university policies. She works closely with the enrollment team, plans and implements international enrollment management and onboarding strategies for Jessup international program, which support international growth and retention. She loves working with international students and assists with efforts toward cultivating a more globally-minded and hospitable Jessup community.

## School of Business



**Ken Raskin** (2022) *Associate Dean, MBA Director, Assistant Professor, School of Business; Department Chair, Computer Science*

BS, CIS Chapman University 1996; MS, MIS University of San Francisco 2004

Ken has been teaching as an Adjunct Professor at Jessup for the Business Department with an emphasis on the MBA/Grad students and Undergrad Business classes since 2019.

Ken's professional career started off in the technical arena, transitioned into Management and as a Client Executive working with customers, managing Fortune 1000 companies in multiple verticals such as Manufacturing, Health Care, Retail, Entertainment, Financial institutions and Federal/State Government entities. Prior to working at HPE, Oracle and VMware, Ken worked with the Treasury Department and served in the US Navy in the 1980's.

Focus areas: International Business, Global Operations/Supply Chain, Project Management, MIS, Strategic Management, Operations Management and Consulting.

Ken serves as a Board Member supporting Acres of Hope (Women's Non Profit Ministry).



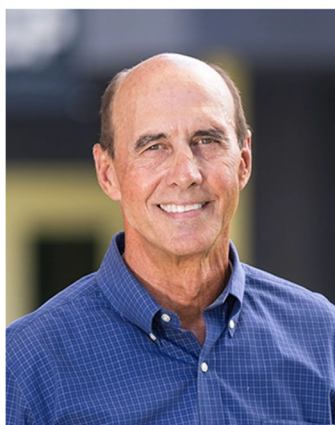
**Manuel Salazar III** (2012) *Associate Dean, MAcc Director, Professor, School of Business*

AA, West Valley College, 1992; BS, University of North Carolina at Pembroke, 1994; MBA, Campbell University, 1995; MA, Luther Rice Seminary, 2000; EdD, Pensacola Christian College, 2007. Certified Public Accountant (CPA) state of California (active license). Graduate of the Advanced School of Banking, NC Banking Association, University of North Carolina at Chapel Hill.

Manuel is passionate about equipping the next generation of leaders to be salt and light in the arena of business. As a former senior financial and accounting officer in the banking industry, Manuel brings a wealth of knowledge and experience to the Jessup School of Business.

Manuel's research interests include professional ethics in accounting and finance, managerial accounting, and tax planning and strategy. Manuel has served on the board of Financial Executives International (Sacramento chapter) and is a current member of the California Society of Certified Public Accountants and the American Accounting Association, where he serves on the regional membership committee. He also serves on the Professional Conduct State Committee for the California Society of CPA's.

Manuel served as a U.S. Army paratrooper during the Reagan administration in the 82nd Airborne Division. More than 20 years ago Manuel and his wife founded a K-12 Christ-centered academy through their church in North Carolina which continues to educate and equip students to this day. Manuel was ordained a deacon in 1994 and a minister of the gospel in 1999, and currently serves in the teaching ministry of his church, chairs the finance committee, and serves on several non-profit boards.



**John Bramow** (2021), *Lead Faculty, Bachelor of Accountancy, Assistant Professor MSA, Western Governors University, 2020, CPA (Inactive)*





**Ray Bryant (2018) Associate Professor, School of Business**  
BA, University of Southern California, 1989; MBA, Duke University, 1993

Ray believes in the power of entrepreneurship and evangelism together. Integrating the power of biblical principles into the process of starting a company is one of his great passions. He strives to impart this combination of principles and process to his students.

After starting his professional career in banking and management consulting, Ray moved to a small private equity group before finding his calling as an entrepreneur. He brings a broad range of functional experience to his students including deal structuring and pitching, digital marketing and market evaluation.

Ray's research interests include how startups communicate value quickly, what constitutes effective idea validation and how digital strategy affects the ultimate results of a startup. He has had two successful exits and currently sits on the board of two startups.



**Ahmad Nadim Shaar (2017) Professor; Chair of San Jose MBA & MSCS Programs**  
BBA, American University of Technology (AUT), Lebanon, Business Computing, 2003; MBA, IT & CRM, 2005; Executive MBA, Marketing & Advertising, 2006; MBA, HR, 2008; EMBA, Institute Universitaire Kurt Boch, Switzerland, Hospitality & Tourism Management, 2009; ABD, International Technological University (ITU), San Jose, CA, Knowledge Management & Business Intelligence - ABD- California Southern University, Costa Mesa CA.

Dr. Ahmad has had years of leadership and teaching experience in Higher Education. He has worked and taught at AUT; New York College - NYC; State University of New York - SUNY; Institute Universitaire Kurt-Bosch - Switzerland; ITU; UC Berkeley; Cogswell College (University of Silicon Valley), San Jose State University, and Jessup University - CA. Ahmad enjoys teaching Project Management, Entrepreneurship, Market Research, Organizational Teamwork, Advertising Strategies, Management Information Systems, Strategic Management, Business Intelligence Application, and other practical courses. He has contracted with and led projects for several Fortune 100 companies such as KPMG, P&G, SAP, Google, YouTube, CISCO, Orange-Telecom, Levi's, Starbucks, and McDonald's. Ahmad was part of many research and development projects with Stanford, e-Bay, Avis-Budget, Huawei, Mercedes, Groupon, Doritos, ADT, Fry's electronics, and many other companies in Silicon Valley. Ahmad was a consultant for a number of startups, Small and Medium Businesses - SMB and lead the opening of over 60 restaurants. As a Certified Quality Auditor at Lloyds (U.K.) Ahmad helped tens of organizations to procure their ISO and HACCP certifications. Ahmad helped many entrepreneurs and students to start new companies or/and restructure their current operations such as Khoury home, Edaratgroup, Hoops, Expand cards, Dunkin Donuts, GS, Big Bite, Spinneys', El Mawasem, Hawa Chicken, Kello Baladi, Abdul Rahman El Hallab, Rifaat Hallab, Tom Sweets and many other companies functioning in Lebanon, Kingdom Saudi Arabia - KSA, United Arab Emirates UAE, and Qatar.

In Silicon Valley, Ahmad has worked on a variety of projects including autopilot cars (Google Project), Optimizing the Machine Learning Platform at YouTube, and Smart chip implants to control diabetes (Intel Project). He also joined and partnered with Jighi, a startup company that organizes the annual Africa Cyber Security Conference in Ivory Coast under the patronage of the US Department of Trade and Commerce. Over the course of his career, Ahmad founded six startups and co-founded four startups in (Marketing, Cybersecurity, Training, IT, and Business Consulting). Ahmad is working on patenting a framework that is the result of his doctorate research about the transition from the Waterfall into the Agile Method in Project Management. Ahmad has published several articles about Project Management, Artificial Intelligence, Organizational Cultures, Business Intelligence Agile Project Management in conferences and journals in India, Las Vegas, New York, Boston, and Cambridge. The finding of his research was presented at Harvard Medical School - Boston and at the MIT Museum - Cambridge. Dr. Shaar's articles have been used and cited by more than 800 scholars. His recent research about Business Intelligence in Agile Project Management was copyrighted and registered at the Library of Congress.

Currently, Ahmad is the Academic Director and Chair of the MBA and MSCS programs at Jessup University in San Jose - Tenure Associate Faculty and he is the Advisor of the International Graduate School. Also, Ahmad is the Director of Business Development of Jighi and Consultant of Enovise for Cybersecurity. In addition, he is an adjunct faculty at Silicon Valley University, and UC Berkeley, and San Jose State University, Dr. Shaar is a consultant at Google where he provides Technical Program Management services across Alphabet.



**Richard Yang** (2017) *Associate Professor, International Business.*

B.S. Industrial Engineering, SUNY Buffalo, 1983; MBA, Columbia Business School, 1992; AMP, Harvard Business School, 2007, LLB/JD, National University of Singapore Law School, 2010

Richard Yang has owned a seat on the Australian Stock Exchange, is an entrepreneur and a real estate developer whose company, The InnoSia Group, is engaged in residential and resort development in Malaysia, Singapore, and the U.S. Richard has worked as an investment banker and management consultant and in the public sector. He has advised and consulted with Fortune 500 companies as well as served as a consultant to several emergent, soon-to-be privatized Russian companies. In Asia, he has served as the director and executive director of several regional Asian companies.

Richard sees teaching at Jessup University as being the tip of the spear in helping fulfill Romans 12:2- "Don't copy the behavior and customs of this world, but let God transform you into a new person by changing the way you think". His inspiration comes from Psalms 71:18, "Now that I am old and gray, do not abandon me, O God. Let me proclaim your power to this new generation, your mighty miracles to all who come after me".

He is also active in community service. In Malaysia and Singapore, Richard served on the national board of Habitat for Humanity and was active in various causes related to environmental preservation in the region. Currently, he attends Bayside Church in Granite Bay, CA. He is also involved with Cru, Compassion International, and Wycliff, Faith Comes by Hearing, as well as several other global ministries.

#### **Professor Emeritis**

Roger Salstrom

*BS, Purdue University, 1971; MBA, Indiana University, 1973; PhD, University of California, Berkeley, 1989.*

#### **Adjunct Faculty**

Vasanth Abbadasari (2019)

*BE, Osmania University, India, 1992; MS, Osmania University, India, MS, 1997*

Raef Assaf (2022)

*BA, Wayne State University, 2001; DBA, Argosy University, 2010; MBA, Wayne State University, 2007*

Steve Backers (2016)

*BS, Santa Clara University, 1984; MBA, Santa Clara University, 1988.*

Matthew Bergstrom (2019)

*BA, Michigan State University, 1994; JD, Indiana University-Bloomington, 1997*

John Bramow (2021)

*MS, Western Governors University, 2020*

Steve Bretches (2017)

*BA, Vanguard University of Southern California, 1999; MBA, California Baptist University, 2004.*

Kyle Brooks (2020)

*BS, Trinity Baptist College, MBA, Liberty University, DBA, Capella University*

Tim Buescher (2018)

*BSEE, Purdue University, 1974; MBA, Penn State University, 1981*

Jerilyn Cochran (2021)

*BA, University of the Pacific, 1978; MA, University of Southern California, 1981*

Chad Dupic (2022)

*BS, Santa Clara University, 2009*

Tim Dupic (2014)

*BS, University of South Dakota, 1976; MBA, 1980; MDiv, Trinity College of the Bible and Theological Seminary, 2004; DBA, Northwestern Polytechnic University, 2013.*

Bruce Elliot (2019)

*BSBA, University of San Francisco, 1988; MBA, University of Denver, 2004*

Mark Ellis (2015)

*BS, North Central University, 1997; MBA, Regent University, 2000; PhD, Capella University, 2007; MJ, Loyola University of Chicago School of Law, 2014.*

Allan Erselius (2020)

*BA, Biola University*

Dan Fisher (2017)

*BS, Embry Riddle, World Wide Campus, 2001; MBA, Golden Gate University, 2005*

Jimmie Flores (2018)

*BBA, St. Mary's University, 1990; MS, Keller Graduate School of Management, of DeVry University, 2008; MBA, University of St. Thomas, 1992; MS, Regis University, 2003-2009; MA, PhD, Fielding Graduate University, 2002; DM, University of Phoenix, 2009.*

Stephen Foerster (2018)

*BA, University of Michigan, 1990; MBA, University California-Irvine, 2003*

Rob Gore (2020)

*MFA, California State University-Fresno, 1991*

Chris Guidry (2017)

*BS, Arizona University, 2012; MA, Northern Arizona University, 2016.*

Alfonso (AJ) Gutierrez (2022)

*MBA, William Jessup University, 2020*

Sam Heinrich (2018)

*BS, John Brown University, 1983; MBA, University of Colorado at Colorado Springs, 1991; DBA, George Fox University, 2017*

Erin Hill (2013)

*BBA, Golden Gate University, 2002; JD, Northwestern California University, 2005; LLM, Thomas Jefferson School of Law, 2011*

Jeffrey Jones, (2020)

*BSBA in Accounting, University of Florida, CPA, Certified Public Accountant*

Sergey Kinda (2021)

*MBA, William Jessup University, 2019*

Mary Lawrence-Jones (2018)

*BS, Southern Illinois University, 1977; MA, Brandman University, Irvine, 2012*

Kieran Leiper (2020)

*BS, St. Mary's College of California, CPA, Certified Public Accountant*

Ellie Li (2021)

*BS, William Jessup University, MBA, University of Texas - Permian Basin*

Taylor Marchelle (2017)

*BA, CSU Sacramento, 2013; MA, CSU Sacramento, 2017.*

Kent Meyer (2022)

*PhD, University of Texas-Austin, 1980*

Eric Miedema (2016)

*MBA, University of Missouri-Columbia, 2011*

Jackson Muhirwe (2023)

*MS, Makerere University, 2005; PhD, Makerere University, 2011*

Frank Murphy (2016)

*BA, Southern Illinois University, 1999; MBA, Trident University International, 2008.*

Curt Nichols (2018)

*BS EE, University of Utah, 1981*

Dung Nguyen (2015)

*Ph.D, Vietnam Academy of Science & Technology, 1994*

Ann Olson (2016)

*BA, University of California, Davis, 1979; MA, Fuller Theological Seminary, 2016.*

Jacob Pallapati (2019)

*MS, Calicut University, 1998*

TaeHo Park (2017)

*BS, Seoul National University, 1981; MS, Seoul National University, 1983; Ph.D, University of Wisconsin, 1987.*

Allison Patchett (2021)

*MBA, Southern Adventist University, 2020*

Charles Pineau (2017)

*BS, Northern Michigan University, 1969; MA, Webster University, 1998.*

Elisa Queenan (2021)

*MBA, Northcentral University, 2006; MA, American Military University, 2011; EdD, CSU Bakersfield, 2019*

Edwin Rice (2016)

*BA, University of Texas, Arlington, 1987; MBA, Golden Gate University, 1996.*

Nick Rice (2020)

*BSBA, Xavier University of Louisiana, MBA, University of North Alabama, CFE, Certified Fraud Examiner*

Andrew Richardson (2020)

*BSBA, CSU-Sacramento, MBA, William Jessup University, CIA, Certified Internal Auditor*

Michelle Riddell (2018)

*BS, Santa Clara University, 2995; MBA, UC Davis, 2003*

Jaime Sainz (2017)

*BS, Arizona State University, 1987; MBA, Kaplan University, 2009.*

Erica Thompson-Diaz (2017)

*BS, Santa Clara University, 1995; MBA, William Jessup University*

Chun-Wen Albert Tsao (2019)

*MA, University of California-Los Angeles, 1993; PhD, University of California-Los Angeles, 1996*

Gauthier Vasseur (2018)

*BS, Prep School Carnot, FR; MBA, Lille Graduate School of Business (EDHEC), FR, 1992*

Deepak Vejendla (2019)

*BA, California State University-Stanislaus, 2007; MA, California State University-Stanislaus, 2010*

Venkatesan "Venke" Vinjamur (2021)

*MS, Carnegie Mellon University, 2003*

Anthony Wilcox (2022)

*BS, Oregon State University, 2016; BS, United States Military Academy, 1997; MBA, William Jessup University, 2018*

Taylor Winslow (2017)

*BA Economics, CSU Sacramento, 2012; MA, CSU Sacramento, 2017*

Muntuck Yap (2017)

*PhD, Nova University-Ft. Lauderdale, 2003*

## School of Education



**Nathan Herzog** (2004) *Dean and Professor, School of Education*

BA, Point Loma Nazarene University, 1999; MA, National University, 2002; PhD, Capella University, 2010.

With more than 23 years of experience with multiple grade levels in public, private, and charter schools, Dr. Herzog brings a wealth of knowledge to help prepare educators to be effective teachers, administrators, and/or leaders within their communities. Some of the roles that Dr. Herzog has served in K-12 education are department chair, professional development planning team, health careers academy instructor, sheltered immersion instructor, curriculum and content specialist, and Beginning Teacher Support and Assessment (BTSA) mentor. Dr. Herzog is a state master trainer for the Teaching Performance Assessments (TPAs). Dr. Herzog also regularly participates in research and has been published a number of times in science and educational journals. As the Dean of the School of Education he serves on the Executive Committee for California Deans of Education with the Association for all Independent Colleges and Universities.



**David Bills** (2016) *Associate Professor, School of Education, Faculty Athletic Representative (Rocklin Campus)*

BA, Humboldt State University, 1983; MA, Chapman University, 2005.

David Bills brings over 30 years of teaching, coaching, and educational administration experience to the University. Having been a classroom teacher, athletic director, principal, and district assistant superintendent, he offers both community connection and a wealth of “in the trenches” perspective to both our staff and student body.

David is passionate about educating, mentoring, and sending out dedicated teacher-leaders inspired to reveal God’s love, grace, and hope to future generations.



**Pam Castleman** (2019) *Associate Dean, Graduate Studies*

BA, Stephen F. Austin State University, 1996; MAEd, Texas A & M University, 2001; EdD, California State University, Northridge, 2013

Dr. Castleman is currently an Associate Professor and Coordinator of Graduate Research and the Coordinator of the MAED program at Jessup University. Prior to her current position, she served as an Education Programs Consultant to the California State Board of Education. In this capacity, she advised the State Board of Education in curriculum matters and wrote bill analysis for the Governor. In addition to her role at the State Board of Education, Dr. Castleman served as an adjunct faculty member at Jessup University for two and half years prior to her current full-time position.

Dr. Castleman is both a former teacher and administrator. She holds teaching and administrative clear credentials in both California and Texas. She taught social sciences and coached cheerleaders in the Mesquite Independent School District (suburban Dallas area.) When Dr. Castleman moved to California in 2001, she accepted an Assistant Principal position in the Simi Valley Unified School District. She served as Assistant Principal and Summer School Principal in SVUSD for 12 years until she was promoted to Coordinator of Curriculum and Assessment for the district. In this capacity, she organized state assessments, course revisions, and curriculum adoptions. Dr. Castleman later accepted the position of Director of Continuing Education for the Ventura County Office of Education. In this role, she worked connecting regional employment agencies to adult education programs for students.

Dr. Castleman served on a state team revising the California Career Technical Education Plan and is especially interested in research in areas of college and career readiness and building the teacher pipeline. She currently resides in Roseville with her two Shih Tzus, Pickles and Pepper.



**Patrick McDougall** (2019) *Assistant Professor*

BA, Biola University, 1982; MA, California State University Sacramento, 1993

Patrick McDougall brings 35 years of teaching, coaching, and administrative experience to the university. Having taught in private, international, and public schools for the first six years of his career, Patrick moved into public school administration, where he served as a middle school and high school principal for 29 years. During his career, he had the pleasure of opening three new schools for the Elk Grove Unified School District, and he was active within the California League of Middle Schools.

Patrick is passionate about developing the next generation of teachers and school administrators. He believes that all educators must see themselves as leaders and continue to grow throughout their career. Having worked as a site administrator for almost three decades, Patrick knows how challenging and complex the world of public education has become, and he is excited to join the School of Education at JESSUP to help prepare educators who not only inspire, but transform the lives of the students they work with.



**Daniel Nordaas** (2021) *Assistant Professor; Coordinator of Liberal Studies*

BS, California State University Sacramento, 2004; MAEd, William Jessup University, 2020

Daniel Nordaas is a graduate of the Master of Arts in Education program at Jessup University, completed the Multiple Subject Preliminary Program at CalStateTEACH, holds a certificate in Waldorf Teacher Education from Rudolf Steiner College, and is pursuing a Doctor of Education in Higher Education Leadership at Azusa Pacific University. As a trained graphic designer, artist, and violinist, Daniel has a passion for integrating art and creativity into each academic lesson, a key component to his 10 years of teaching in both public and private education. Additionally, by reconnecting children to nature within the school setting, the academic benefits were clear, paving the way for the focus of his thesis and the practical application of how nature integration can increase student learning.

Daniel has trained other teachers on curriculum and the arts and developed a charter school hybrid home study program for grades 1-5 before joining Jessup University. Daniel is thrilled to be a part of the School of Education at Jessup University in developing creative and academic excellence in educators and students to come.



**Hervey A. Taylor III** (2021) *Associate Dean, Associate Professor, Undergraduate Studies*

B.A., Central Connecticut State University, 1986; M.Ed. Langston University, 1992; Ed.D., University of the Pacific, 2018.

The way we teach, and the way students learn today is constantly evolving. As a long-time educator, Dr. Taylor is convinced that we need to do our best to meet the needs of all students and educators. This means being innovative and using wisdom, knowledge, and understanding to inspire, motivate, and encourage academic success for everyone. Dr. Taylor is a retired school administrator with over 25 years of experience in education. He has served as a teacher and leader in K-12 public and private schools. He was the founding principal of H. Allen Hight Elementary School in the Natomas Unified School District. This school consisted of more than 600 students and 75 staff members. In addition, Dr. Taylor led the school to becoming an International Baccalaureate (IB) authorized school.

As a teacher, Dr. Taylor was selected as Teacher of the Year in two separate school districts, once by the students and once by the staff. Before becoming an educator, Dr. Taylor served a legislative internship in the Connecticut General Assembly and worked on the legislative staff in the Michigan State Senate and House of Representatives, and the Oklahoma State Senate. He also worked for state government agencies and served as a member of the Governor's Performance team in Oklahoma.

Dr. Taylor was drawn to Jessup University based on his strong Christian faith and his belief in helping prepare other Christians to work in K-12 schools as teachers and administrators.

**Professor Emeritus**

Tim Gillespie

BA, San Jose State University, 1975; MA, University of San Francisco, 1982.

### **Adjunct Faculty / University Supervisors**

Celeste Boggs (2021)

*BS, California State University, Humboldt, 2006; MAT, California State University, Fresno, 2013; EdD, American College of Education, 2020*

John Burch (2021)

*BS, California State University, Chico, 1982; MAT, University of Laverne, 2001; EdD, George Fox University, 2020*

Steve Caminiti (2011)

*B.S. Biological Sciences, Westmont College; M.Ed; National*

Lori Chergosky (2021)

*BA, California State University, Chico, 1986*

Erin Davenport (2017)

*BA, Saint Mary's College 1992; MA, Saint Mary's College 1994; EdD, University of California, Davis, 2013*

Mark Douglas (2021)

*BS, UC Davis, Davis, 1986; MAEd, Azusa Pacific University, Azusa, 1993*

Charlene Griffin (2020)

*BS, Memphis State University, 1979; MA, Concordia University, 2019*

Stephanie Hawthorne (2017)

*BA, Howard University, 1994; MA, Drexel University, 2013; EdD, 2017*

Doretha Hayes (2019)

*BA, Eastern Michigan University, 1970; MA, Eastern Michigan University, 1970*

Sarah Holst (2019)

*BA, California Polytechnic State University, San Luis Obispo, 1978; MA, California Polytechnic State University, San Luis Obispo, 1979*

Michel Kiwan (2021)

*BA, University of California, San Diego, 1995; MA, California State University, San Diego, 1996; EdD, California State University, Sacramento, 2021*

James Konow (2022)

*BA, Fresno Pacific University, Fresno, 1999; MAEd; Concordia University, Portland, 2015*

Vasily Lokteff (2021)

*BA, California State University, Chico, 2005; MAEd, William Jessup University, Rocklin, 2014; EdD, California State University, Sacramento, 2021*

Elizabeth Lynn (2016)

*BS, Golden Gate University, 1995; MA, University of Phoenix, 2005; EdD, Drexel University 2017*

Ginna Meyers (2019)

*BS, University of the Philippines, 1986; MAT, National University, 2008; PhD, North Central University, 2018*

Lari Miller-Powell (2022)

*BA, California University, Chico, 1995; MS, National University, 2008*

Cynthia Nunes-Tajjeron (2013)

*BS, University of Maryland, 1992; BA, 2000; PhD, Walden University, 2012.*

Sarah O'Brien (2020)

*BA, California State University, Chico, 2002; MAEd, California State University, Sacramento, 2006*

Janie Sorg (2018)

*BA, University of California, Davis, 1975; MA, California State University, Sacramento, 1988; EdD, University of LaVerne, 2009*



Matt Taylor (2018)

*BA, Linfield College, 1999; MPP, Pepperdine University, 2001; MAEd, Broad Center for Urban Education, 2018.*

Rebecca Toto (2021)

*BA, University of Nevada Reno, Reno, 1996; MA, Chapman University, Orange, 2000; EdD, Brandman University, 2020*

Andrew Vanden Akker (2013)

*BA, Biola University, 2001; MA, 2003.*

Mary Ellen Vogt (2018)

*BA, Colorado State University, 1968; MA, California State University Stanislaus, 1978; EdD, University of California, Berkeley, 1989*

Jon Wallace (2017)

*BA, California State University, Sacramento; MA, California State University, Sacramento*

Robyn Winblad (2020)

*BA, California State University, Sacramento, 1996; MAEd, William Jessup University, 2020*

## School of Humanities and the Arts



**Kay Llovio (1985)**

**Dean, School of Humanities and the Arts; Vice President for Educational Effectiveness; Accreditation Liaison Officer**  
BS, San Jose Bible College, 1985; MLS, San Jose State University, 1987; EdD, University of San Francisco, 1998.

Passionate about Christian higher education and the transformation that takes place in students' lives, Dr. Kay Llovio was appointed Dean of the School of Humanities & the Arts and Vice President for Educational Effectiveness at Jessup University in 2020. She has been a member of the faculty at Jessup since 1985, serving first as the University Librarian and as professor of practical theology and education since 1990. Dr. Llovio served as Vice President for Academic Affairs from 1999-2006, overseeing both initial accreditation and major campus relocation projects, and as Vice Provost for Student Development from 2013-2020. She holds an Ed.D. in Organization & Leadership from the University of San Francisco and is a graduate of the Assessment Leadership Academy, serving as a member of the WSCUC Commission from 2015-2021.

Her research interests include spirituality in higher education and the centrality of belief systems to an expression of personal leadership style. She has been published in the *Christian Education Journal*, *High Plains Applied Anthropologist*, and the *Evangelical Dictionary of Christian Education*.



**Pete Constant (2019) Political Science Chair, Associate Professor; Director, Institute for Public Policy**  
BA, St. Mary's College, 2005; MA, St. Mary's College, 2007; Doctoral Candidate, University of La Verne.

Pete is a passionate educator with a focus on public policy, public administration, criminal justice, and civic engagement.

Pete has a range of strengths and draws on multiple perspectives to deliver instruction to undergraduate and graduate students. Through the years he has been a CEO and founder of for profit and nonprofit companies in addition to an advocate for public policy changes, a government employee, a union leader for public workers, and a police officer. These roles give him a deep understanding of government, community issues, and workers' rights.

Pete brings this rare blend of academic, private, nonprofit, and public experiences to his classrooms to connect academic teaching to real life application for all students.

In addition to teaching, Pete is actively engaged on a number of nonprofit boards and city commissions and is an elected Board Trustee for the Roseville Joint Union High School District.



**Dorisa Costello (2020) Associate Professor, English**

BA, Linfield College, 2001; MA, California State University, Los Angeles, 2005; PhD, University of Illinois at Chicago, 2012.

As the first in her family to attend college, Dr. Dorisa Costello knew that education was the path to personal growth and a better life for her family. With this in mind, she first became a high school teacher, then returned to school for graduate studies in order to become a university professor. But God was also calling her to missions, so after having been on several short-term missions to teach English during graduate school, she committed to missions full-time as a university professor in post-Communist, post-Christian countries, the first of which was Macedonia. However, after severe persecution there, she returned to the U.S. on furlough to try to hear from God. At that time, she was hired as an adjunct faculty at Jessup, and by God's grace, continued with them even when she returned to the mission field, this time in Lithuania, teaching as an adjunct English online instructor. But God was moving her again, and after eight years of service, Dr. Costello returned to the U.S. and was hired full-time as English faculty at Jessup, giving her the opportunity to share her love of English literature and creative writing with a missional mindset, even here at home.

Dr. Costello's research interests are centered on British literature, speculative fiction, popular culture, and media studies, with a particular focus on how gender and race are represented. Her work has been published as a part of several scholarly anthologies, including *History, Memory, and Nostalgia in Literature* (2018); *Disease, Death, Decay in Literatures and Cultures* (2018); and *Embodied Difference: Divergent Bodies in Public Discourse* (2019).



**Julius (Rex) Gurney III** (2003) *Chair and Professor, History and General Education*

BA, University of New Mexico, 1979; MDiv, Golden Gate Baptist Theological Seminary, 1987; Th.M, PhD, Union Theological Seminary, VA, 1999.

Dr. Gurney has a passion for teaching history; he believes that learning about the past can help our understanding of the present. Who we are as Christians living in the 21st century has been molded by the understanding of “the ways of God and Man” of those who have journeyed on this earth before us. For the Christian, an appreciation of the rich tapestry of history – both secular history and Church history – is an invaluable tool for self-understanding. Being able to articulate who one is and why – a process aided by the study of history – is an important part of the journey of self-discovery.

Prior to joining the faculty of Jessup, Dr. Gurney pastored churches for nine years in Oakland and San Jose, CA. He has also spent several years on the mission field in both Colombia and Ecuador, taught high school overseas and in the States, and directed Golden Gate Baptist’s Hispanic Seminary Extension in San Francisco. He has published book reviews and articles in *Journal of Religious and Theological Information*, *Nicene Creed: Studies in Comparative Christianity*, *Socio-Historical Examination of Religion and Ministry*, and has translated documents from California’s colonial Spanish past for presentation at the Los Angeles Public Library.

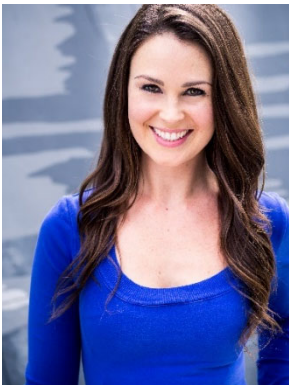


**Erin Hill** (2014) *Associate VP of Strategic Academic Projects, Associate Professor, School of Humanities and the Arts*

BBA, Golden Gate University, 2001; JD, Northwestern California University, 2005; LLM, Thomas Jefferson School of Law, 2011.

Prior to Jessup, Erin spent several decades in positions such as business owner, attorney, and Vice President of Finance for a State of California IT corporation. She has been blessed to teach for over 13 years and create over 85 different types of courses in online, traditional, and hybrid formats from the undergraduate to graduate levels. Her legal research has been published with LexisNexis and helped to create new law in California with respect to fiduciary duties. Erin maintains her certifications by speaking to licensed attorneys and business professionals in seminars across the U.S.

Erin was honored to be awarded Jessup’s Faculty of the Year for 2018, and ITT Instructor of the Year for both 2012 and 2014. She delights in watching her students discover their joy and share it with others.



**Jennifer Jackson** (2014) *Associate Professor, Theatre*

BA, Azusa Pacific University, 2005; MFA, Regent University, 2008.

Jennifer Martin has her MFA in Acting from Regent University. She has enjoyed working from east to west with theatres such as Americana Theatre Company, Virginia Repertory Theatre, Virginia Musical Theatre, Richmond Shakespeare, The Round Barn Theatre, and Sacramento Theatre Company. She is the Artistic Director of The Classic Theatre, a new professional theatre company located in Placer County, California, and Associate Artistic Director of Americana Theatre Company in Plymouth, Massachusetts. In addition to performing, Jennifer works as a producer, teaching artist, and has enjoyed a brief stint as a casting director and talent agent. At Jessup University, Jennifer teaches acting, oversees internships and is the producing director for the theatre season.



**Norm McDonald** (2021) *Faculty, Digital Communication, Art, and Design*

BJ, University of Missouri-Columbia, 1993.

Norm McDonald has nearly 30 years experience in Graphic Design. The last 23 years, he worked at the Educational Media Foundation, home to K-LOVE and Air1 Radio, serving as designer, Art Director and Creative Leader.

Norm received his Bachelor’s Degree from the University of Missouri School of Journalism with an emphasis in Advertising. He has been married for nearly 30 years to his wife, Lisa, who is a Children’s Ministry Director. He has two children, Caleb (23) and Wren (20). He has a passion for creativity and seeing it used to reflect the glory of God.

His 7-word mission statement: “Create for Creator and teach others how.”



**Richard Ravalli** (2011) Associate Professor, History  
BA, California State University, Stanislaus, 1998; MA, 2001; PhD, University of California, Merced, 2009.

Professor Ravalli is a historian who loves motivating students to study the past in all its richness and complexity. A native of the California central valley, he has interests in state and local history and particularly enjoys going with students to local museums and historical talks. He has close to 20 years of experience teaching at both private and public colleges. Professor Ravalli began at Jessup in 2011 and has been blessed by opportunities to work one-on-one with students on class papers, historical projects, and undergraduate research.

In 2018, he published his first book documenting the maritime fur trade in the Pacific Ocean, titled *Sea Otters: A History* (University of Nebraska Press). Professor Ravalli has published articles and reviews in several journals, including *Journal of the West*, *The Historian*, *Business History* and *Historical Journal of Film, Radio, and Television*. He is currently editing an anthology on filmmaker George Lucas for University Press of Kentucky, tentatively titled *Lucas: His Hollywood Legacy*.



**Paul Robins** (2019) Program Director, Digital Communication, Art & Design  
BA, California State University Sacramento, 1979

Paul Robins is Lead Faculty for the Digital Communication, Art & Design degree program. Paul transitioned to higher education after a 35-year career in broadcast media, including Emmy Award winning work on the Discovery Channel, PBS, and locally in San Francisco and Sacramento. He hosted morning drive radio broadcasts in Sacramento, Detroit and Dallas, and served as the morning news anchor on FOX40 Television in Sacramento for over ten years.



**Thomas Ruscica** (2003) Associate Dean; Program Director and Associate Professor, Music  
BA, Azusa Pacific University, 1992; MA, 1995.

Tom conducts Jessup University's widely recognized University Choir & Orchestra. Performing 30 concerts per year, the University Choir & Orchestra performs a dynamic and powerful concert experience with a diverse repertoire. The University Choir & Orchestra has released ten recordings and tours extensively throughout the San Francisco Bay Area, Central and Northern California, and the Pacific Northwest. Jessup music concerts are marked by students on a pursuit of excellence who reach out to and connect with concert attendees, inspiring and infusing audience members with hope and encouragement.

Tom also serves as the Division Chair for Visual and Performing Arts, and is the Chair of the Music Department. Tom excels in developing students into inspiring and influential leaders and is relentlessly passionate about creating opportunities for students to be challenged in both music and leadership.

While at Azusa Pacific University, he earned a Bachelor of Arts in music with an emphasis in music theory. In 1995, he earned his Master's degree in music, with an emphasis in choral conducting.



**Elizabeth Stanley (1996) Professor, Music**

BA, California State University, Hayward, 1978; MA, 1983; D.M.A, Boston University, Boston, 2018.

Dr. Elizabeth “Liz” Stanley is a tenured full professor in the School of Humanities and the Arts- Music. She has been a member of the Jessup Faculty since 1996, first serving as designer and Chair of the Music and Worship degree at San Jose Christian College. Currently overseeing applied music studies at Jessup, she holds a Doctor of Musical Arts degree in music education from Boston University. Her research interests include applied voice teaching expertise, vocal pedagogy, and healthy voice production.

Dr. Stanley has been involved in music education at both the secondary and college level since 1980, having taught choral music in Bay Area high schools and chairing the music department at Patten University in Oakland, CA. Dr. Stanley has been active in solo, ensemble, opera, musicals, and choral performance. She has enjoyed serving as an adjudicator for ACSI and for other solo, ensemble, and choral festivals. Dr. Stanley has presented seminars on vocal technique and enjoys leading worship in conference and retreat settings. In the church, Dr. Stanley has served as a Worship Leader, Music and Worship Director, Children’s Choir Director, and deaconess. Liz brings to Jessup University great enthusiasm for teaching and a love and concern for her students.



**Cameron Wilson (2009) Program Director and Associate Professor, English**

BA, Covenant College, 2006; MA, University of Tennessee at Chattanooga, 2009; PhD, Trinity College Dublin, 2014.

Cameron Wilson is an Associate Professor in the English Department at Jessup. Ever since his first American literature course in college, Cameron has been captivated by American literature and its bottomless well of fascinating works. His current research focuses on project-based learning, the American short story, and twentieth- and twenty-first century American literature. Most recently, he has published critical essays in *George Saunders: Critical Essays (American Literature Readings in the 21st Century)* (2017) and *Exploring the Horror of Supernatural Fiction: Ray Bradbury’s Elliott Family* (2020).

**Adjunct**

George Ackerman (2018)

MBA, Nova Southeastern University, 2003; Ph.D. Public Safety, Capella University, 2012.

Eunice Aldrich

BA, University of California, Davis, 2015; MM, California State University, Sacramento, 2018.

Andrey Andrievskiy (2019)

BA, William Jessup University, 2015

Jordan Arriaga (2019)

BA, William Jessup University, 2013; MA, Wayland Baptist University, 2018

Eric Baral (2014)

BFA, San Jose State University, 2008; MFA, 2010.

Jennifer Batt (2016)

MS, Human Physiology, 2016

Tim Brown (2020)

MA, California State University, Sacramento, 2007

Shellie Camarillo-Renyer (2021)

MAEd, Ashford University, 2014.

Bo (Basil) Cassell (2021)

BA, Pepperdine University, 1987; MDiv, Fuller Theological Seminary, 1990; MA, University of Missouri, 2010; Doctor of Philosophy, University of Kansas, 2022

Jerilyn Cochran (2021)

*BA, University of the Pacific, 1978; MA, University of Southern California, 1981*

Brittany Cody-Bays (2020)

*BA, William Jessup University, 2016*

Ian Cornell (2022)

*BA, California State University, Sacramento, 1983.*

Haley Cousins (2023)

*BA, San Diego State University, 2008; MTh, Gateway Seminary of the Southern Baptist Convention, 2013*

Russell DiSilvestro (2016)

*BA, Indiana University, 1998; MA, Biola University, 2001; MA, Bowling Green State University, 2003; PhD, 2006.*

Amanda Duisenberg

*MM, New York University, 2020*

Robert Elisher (2020)

*Dual BA, Azusa Pacific University, 2012.*

Abbey Feely (2019)

*BA, California State University, Sacramento, 1999; MA, California State University, Sacramento, 2005.*

Scott Fera (2021)

*J.D., Pepperdine University, 2001.*

Anthony Gabrielson (2021)

*BA, California State University - Sacramento, 2010.*

Aaron Gayden

*BA, Azusa Pacific University, 1990.*

Peter Gemellaro (2022)

*JD, St. John's University School of Law; MA, Political Communications, State University of New York at Albany; BA, Political Science, State University of New York at Stony Brook.*

Ardith Gray (2016)

*BFA, San Jose State University, 1992; MFA, San Diego State University, 1996.*

Rob Gore

*BA, California State University, Fresno, 1988; MFA, California State University, Fullerton, 1991.*

Kisha Halstead (2021)

*MS, University of New Haven, 2004*

Laura Heim (2021)

*BA, Biola University, 2013; MA, California State University - Long Beach, 2015.*

Crystal Hodgson (2022)

*BS, Belmont University, 2001; J.D., Chapman University, 2003.*

Lyndsay Johnson (2014)

*BA, William Jessup University, 2012; MA, California State University, Sacramento, 2014.*

Brian Kiley (2019)

*BA, University of California - Los Angeles, 2005; MDiv., Fuller Theological Seminary in California, 2010.*

Alan Koshiyama (2012)

*AA, American River College, 1991.*

Edward Laverone (2022)

*DBA, Northcentral University, 2017; MA Alliant International University; BS, Excelsior College, 2004.*

Tammie Lovvorn (2016)

*BA, University of Colorado, Colorado Springs, 2009; MA, National University, 2016.*

Irene Matson (2011)

*BA, William Jessup University, 2009; MA, Prescott College, 2013*

Mary Ann McMillan

*Ed.D., Southeastern Baptist Theological Seminary, 2017; MA, Southeastern Theological Seminary, 2013; BS University of North Georgia, 2008.*

Tom Means (2023)

*Ph.D., University of California, Los Angeles, 1980.*

Anne Merino (2020)

*Masters Equivalency, 2020*

Lorin Miller

*BA, Oral Roberts University, 1982; MA, California State University, Dominguez 2014.*

Nicholas Nealon (2023)

*Cert., American Musical & Dramatic Academy, 2007.*

Brandy Ruscica (2010)

*BA, Azusa Pacific University, 1997.*

Karen Salee

*BFA, California State University, Long Beach, 1983; MA, William Jessup University, 2016.*

Evgeniy Sporov (2015)

*BM, Glinka State Conservatory, Russia, 1997; MM, 1999; DMA, Michigan State University, 2006.*

Timothy Stafford (2019)

*BA, California State University, Los Angeles, 2015 ; MA, California State University, Los Angeles, 2017.*

Brad Swope (2011)

*BA, Wheaton College, 1989; MTh, Talbot Theological Seminary, 1998; PhD, Talbot Theological Seminary, 2018.*

Courtney Tackitt, (2017)

*AA, Sierra College, 2010; BM, California State University, Sacramento, 2014.*

Katie Toussaint

*BA, Cal Poly SLO, 2011.*

Cassandra Triplett (2021)

*BA, Brandman University, 2015; MA, National University, 2018.*

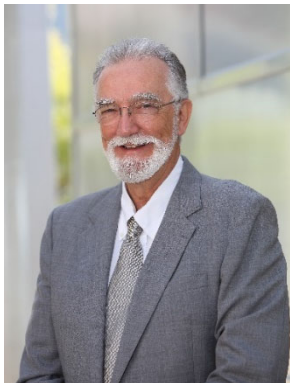
Denise Wolf

*Ph.D, University of Southern California, 2019.*

Cameron Womack

*BA, California State University, Sacramento, 2015.*

## School of Natural and Applied Sciences



**George Stubblefield** (2009) *Dean, School of Natural & Applied Sciences; Professor, Biology*

BA, Southern California University of Health Sciences, 1975; Doctorate in Chiropractic Medicine and Health Sciences, Southern California University of Health Sciences, 1976.

Dr. Stubblefield's clinical healthcare experience spans over 40 years, with clinical applications involving sports medicine, rehabilitation, and reconstructive biomechanics. He was instrumental in the establishment of a biomechanics healthcare medical clinic for the Department of Defense at Travis Air Force Base's David Grant Medical Hospital in 2000 that continues to provide evaluation and treatment for our veterans and military personnel today.

As Dean of the School of Natural and Applied Sciences (SNAS), Dr. Stubblefield has been involved in academic, curricular and facility development with the recent addition of Jessup's new state of the art simulation lab for the new BS in Nursing degree program. Currently, the SNAS offers degree programs in Biology, Kinesiology, Mathematics, Aviation, and Nursing. Future plans include Biochemistry, Engineering, Registered Dietitian in Nutrition and several medical certification programs. We are in the planning stages with our new partner, EIM to provide masters and doctorate hybrid Occupational and Physical therapy programs. We are projecting a Masters in Nursing degree program for the near future. A new online Master's Degree in Healthcare Administration is currently being developed as well. Under his leadership, the School of Natural and Applied Sciences has provided significant growth in our science programs, research projects, and faculty development with emphasis on equipping and preparing Christ centered leaders to have a global impact.



**Michelle Clark** (2012) *Associate Professor, Lead Faculty, Mathematics*

BS, California Baptist University, 2003; MS, 2008; MS, Emporia State University, 2020.

Michelle has always been passionate about teaching mathematics. Before working at Jessup, she taught high school for eight years. During that time, she taught a range of classes and was the chair of the math department for one year. Michelle also ran tutoring programs and was involved in leading students on mission trips.

For three years, Michelle worked at Sacramento City College. While at SCC, Michelle had the opportunity to teach many different courses including a math study skills course. She also taught in special programs like the Summer Success Academy and the Pass That Class program. Michelle is also a member of CMC<sup>3</sup>.

Since Michelle started teaching at Jessup in 2012, she has been very involved on campus. She has taught a range of classes at Jessup and has been very involved with the Academic Achievement Center on campus. Michelle started the math tutoring program and has given lectures on math success and test anxiety to students on campus. Michelle also started the Summer Math Boot Camp program and has helped students bypass non-degree applicable math classes. She has also been very involved in redesigning the curriculum and content of several math classes.

Michelle loves being a part of the campus community at Jessup. She loves the opportunity to teach students about math and help students grow in their walk with the Lord.



**Parker Daniells** (2014) *Associate Professor, Program Director, Kinesiology and Exercise Science*

BA, William Jessup University, 2009; MS, California University of Pennsylvania, 2014.

As a student, coach, and faculty member, Parker Daniells has been a member of the Jessup community since 2005 and has had the privilege of watching it grow to what we see today. The close community is why he fell in love with Jessup. He is excited to be a part of the development of the School of Natural and Applied Sciences and feels blessed to contribute to its growth by focusing on the development of our kinesiology department alongside Dr. Scott Roberts.

Sports and exercise psychology is a huge passion of Parker's. Psycholinguistics and its role in performance is his current area of doctoral work and is a growing field in the sports psychology world. On a personal level, he has a desire to equip and guide coaches to provide for their teams beyond the physiological aspects of their training while supporting them personally and spiritually in their coaching endeavors.





**Teresa Dodson (2023) *Simulation Lab Coordinator, Nursing***

BSN, Southern Illinois University, 2008; MSN-Ed, Indiana State University, 2014; DNP, Chamberlain College of Nursing, 2022

Dr. Teresa L. Dodson has been in the healthcare field for 46 years starting as a certified nursing assistant and always knowing her destination was to become a nurse at the age of nine. Dr. Dodson is a member of numerous nursing organizations and is a long-time member of Sigma Theta Tau. Dr. Dodson's clinical experiences as an RN include intensive care, emergency room, home health & hospice, cardiac stress lab, cardiac cath lab, recovery room/pre-op, travel nursing, long-term care RN/Supervisor, a manager/instructor of a nursing assistant program, utilization review nurse at the Veteran's Administration, nursing instructor of PN/VN, ADN, BSN, and a simulation lab manager before coming to Jessup University.



**Stephanie Everhart (2012) *Associate Professor, Chemistry and Physics, Program Director, Biology***

BS, Azusa Pacific University, 2002; PhD, University of Nevada, Reno, 2009.

Stephanie has had a love and passion for the physical sciences ever since she was young. When asked how long she has been 'doing chemistry' or 'doing physics,' the counting begins at her first semester at Azusa Pacific University when she declared a double major in chemistry and physics and has never regretted it. The natural progression was to continue on to graduate school where she studied chemical physics. Following that, her experience in laser spectroscopy led Stephanie to a research group investigating a new protein analysis technique at Wayne State University in Detroit. Later, she worked on measuring and tracking toxic mercury vapor for environmental conservation at the Rosenstiel School of Marine and Atmospheric Sciences in Miami.

Stephanie's teaching career could be described as beginning in much the same way as her science career. Beginning as a tutor and progressing on as a teaching assistant while doing research and now a full-time faculty member at Jessup, Stephanie's passion for the physical sciences is fulfilled through teaching and sharing it with others.



**Jennifer (Jen) Millar (2021) *Nursing Director BSN Program***

BSN, Grand Canyon University, 1990; MSN, University of Phoenix, 2001; DNP, University of Phoenix, 2022

Jen's nursing career has spanned over 30 years with clinical practice in Mother/Baby, Pediatrics, and Labor & Delivery. During her clinical career, Jen directed and oversaw the implementation of an electronic health record for Labor & Delivery that is still being used today. Jen has been involved in research throughout her career and was the local primary researcher for a fetal pulse oximetry probe. In the past 11 years, Jen has been involved in higher education and has a passion to educate Registered Nurses for the future.

As the Program Director for the BSN Program, Jen has been instrumental in developing the curriculum, working with a team to create the Simulation lab, and working with the Board of Registered Nurses for the approval of the first Nursing Program at Jessup.



**Fungai Mukome (2015) *Associate Professor, Chemistry; Program Director, Biochemistry***

BS, University of Zimbabwe, 1999; PhD, Portland State University, 2009.

Dr. Mukome joins the Jessup faculty after spending the last six years at University of California at Davis as a postdoctoral scholar in soil environmental chemistry, researching sustainable agricultural amendments such as biochar, organic fertilizers, and biosolids as well as nutrient cycling in soils. His work resulted in multiple journal publications, several book chapters, and a national biochar database.

Dr. Mukome is delighted to be able to combine his passion for the environment and chemistry, "the central science." He wants to bring his God-given passions to a subject typically perceived as challenging and help students discover the beauty and role of chemistry in all things around us. He reveres the opportunity to be used by God to transform and shape the lives of students at Jessup whose experiences here will significantly impact their roles as tomorrow's citizens.



**Loo Ng (2019) Program Director, Aviation and AFROTC**

BS, University of Southern Illinois, 1985; MPA, University of Oklahoma, 1988, Air Command and Staff College, U.S. Air Force, 2001.

Lt Col Loo Ng (ret.) joins the Jessup faculty after spending the previous five years as an Adjunct Professor. He retired from the U.S. Air Force in 2012 as the Deputy Commander of Munitions, U.S. Pacific Command. He loves teaching management, math, and aviation courses.

Lt Col Ng developed and launched Jessup University's B.S. and B.A. in Aviation. The Aviation degree is one of the only FAA approved (reduced flight hours for the Airline Transport Pilot exam - as of 2021) in Northern California. He is delighted to bring his passion for teaching and mindset of "service to country" into the classroom. He desires to bring his life experiences to point students to a loving God or a deeper relationship with our creator.



**John Ransom (2019) Clinical Faculty, School of Business**

BS, California State University, Sacramento, 1997; BS, The Art Institute of California, 2008; MA, Holy Apostles College & Seminary, 2017.

At the age of nine, John experienced the love of God. From this point he thought about God all the time even to today. At the age of 11 his father brought home an Apple II computer and showed him how he could make games on it through programming. He immediately became hooked on programming, even sometimes preferring it to playing games. John eventually got his first job in the game industry as a programmer at 3DO. The most well-known game he has worked on is Star Trek Online made by Cryptic Studios. After 21 years as a professional programmer he has come to teach programming at Jessup since 2018.



**Scott Roberts** (2014) *Associate Dean, School of Natural & Applied Sciences*

BA, California State University, Chico, 1986; MS, California State University, Sacramento, 1988; PhD, University of New Mexico, 1995.

Scott Roberts was born and raised in Northern California. He received his Bachelor of Arts degree in Exercise Physiology from California State University, Chico in 1986. In 1988 he received his Master of Science degree in Exercise Physiology from California State University, Sacramento. In 1995 he received his Doctor of Philosophy in Exercise Physiology from the University of New Mexico. Prior to coming back to Chico State, Scott taught at Texas Tech University in Lubbock, Texas and at Central Washington University in Ellensburg Washington. His primary area of expertise is in Clinical and Pediatric Exercise Physiology. He served as the Program Coordinator for the Exercise Physiology Program and Chair of the Department at C.S.U., Chico and is now the Associate Dean of the School of Natural and Applied Sciences at Jessup University. He is a fellow in both the American College of Sports Medicine and the American Association of Cardiovascular and Pulmonary Rehabilitation. Scott has written numerous books, chapters, and articles on topics ranging from Strength Training for Children and Adolescents to Exercise Management for Persons with Chronic Disease and Disabilities. His current interests include the integration of Faith and Fitness and Wellness and Youth Fitness as well as developing faith-based, Christ-centered curriculum and programs within the field of Kinesiology.



**Becka Ussery** (2019) – *Associate Professor, School of Natural & Applied Sciences*

BS, California State University Chico, 2013; MA, California State University Chico, 2015; MEd Southern Methodist University, 2018.

Becka's teaching experience and interests include exercise physiology, personal training, strength and conditioning, and sports ministry. She finds joy in helping students learn the foundations of exercise science, identify their unique gifts, and provides hands-on experiences with current projects so connections can be made between theory, gifts, and practice. She has a passion for international work, which led her to attend the International Sports Leadership School through Fellowship of Christian Athletes in South Africa and spend time working at the Alliance Academy in Amman, Jordan. Her recent research conducted with undergraduate Jessup students, focused on the influence of hormones in strength training programs for female athletes and was presented at the National Strength and Conditioning Association conference.



**Lanette Sipes** (2023) *Assistant Program Director, Associate Professor, Nursing*

RN, Methodist College of Nursing, 1994; BSN, Chamberlain College of Nursing, 2016; MSN-Ed, Chamberlain College of Nursing, 2020; DNP, Chamberlain College of Nursing, 2022

Dr. Sipes has been a registered nurse for over 33 years. She has a vast array of nursing experience and leadership. Her background in nursing includes pediatric oncology, adult and pediatric behavioral health, OB, community health with an emphasis on the homeless population and the Veterans Administration. She has been in higher education for the last 13 years as faculty, student retention and NCLEX specialties. She is a board member and co-chairs for the Leukemia and Lymphoma Society as well as active in the America Nurses Association and Sigma Theta Tau.



**Bradley Wagner** (2014) *Chair, Applied Sciences; Mathematics, Associate Professor, Mathematics*

BA, The Master's College, 2005; MS, California State University, Northridge, 2007; PhD, Baylor University, 2014.

Dr. Wagner comes to Jessup as an expert in abstract algebra, specifically in modules and algebras. He loves teaching all courses, especially courses on modern algebra, proofs, real analysis, and topology. In 2014, Dr. Wagner completed his PhD dissertation at Baylor University on finitary incidence algebras. He has also published a number of other articles in his areas of interest in mathematics.

Dr. Wagner loves the friendly atmosphere and Christ-centered focus at Jessup. The small classes give him an opportunity to get to know his students and have a greater impact on their lives.

### **Adjunct Faculty**

Jennifer Batt (2016)

*BS, Azusa Pacific University, 2002; MS, 2016.*

JoAnn Bernier (2022)

*BSN, Western Governors University, 2011; MSN, Western Governors University, 2013.*

Emilie Blate (2021)

*BA, University of California Santa Barbara, 2012; MS, William Jessup University, 2020.*

Noah Boggess (2017)

*BS, National University, 2013; MS, Northwestern University, 2015.*

Brianna Campbell

*MA, University of Tennessee, Memphis, 2012.*

Tammy Cleek (2014)

*BS, Santa Clara University, 1991; MS, Stanford University, 1994; PhD, 2003.*

Levi Fletcher (2019)

*BS, California State University, Northridge, 2007; MET, Boise State University, 2015; EdD, Boise State University, ABD.*

Ellen Gragg (2023)

*BSN, San Diego State University, 1973; MSN-Ed, University of Phoenix, 2008.*

Laura Hall (2019)

*BS, California Polytechnic State University, San Luis Obispo, 2003; PhD, University of California, Davis, 2008.*

William Harben (2021)

*BS, Purdue University, 1979; MS, California State University, Sacramento, 1983.*

Tywanna Hendricks (2022)

*BS, William Jessup University, 2017; MA, Ashford University 2019; Doctorate Candidate 2019*

Cornelius Hunter (2015)

*BS, University of Michigan, 1980; MS, 1982; PhD, University of Illinois at Urbana, 2001.*

Troy Ismir (2020)

*BS, University of North Dakota, Grand Forks, 1989; MS, University of Utah, Salt Lake City, 1993.*

Brandon Kane (2021)

*BS, Embry-Riddle Aeronautical University, 2018; MA, Sioux Falls Seminary, 2021.*

David Kawahata

*MS, A.T. Still University, 2019.*

Heather Kreutz (2015)

*BS, Westmont College, 2005; MS, California State University, Sacramento, 2013.*

Kellen McCrary

*MExPhys, Western Michigan University, 2014.*

Rachael Moorehead (2022)

*BS, William Jessup University; MA, Concordia Irvine, 2015.*

Dung Nguyen (2015)

*PhD, National Center for Scientific Research of Vietnam, 1994.*

Stanislav Oleynik (2019)

*BS, University of California, Berkeley, 2016; MS, Emporia State University, 2017.*

Amy Patterson (2017)

*BA, Azusa Pacific University, 2008; PhD, USC, 2017.*

Anthony Pollizzi (2022)

*BS, U.S. Air Force Academy Aeronautical Engineering, 1989; MS, University of Arkansas, 1999.*

John Richert (2013)

*BS, Long Island University-Southampton, 2000; MA, Western Seminary, 2014; PhD, University of California, Davis, 2007.*

Gregory Rongley (2017)

*BA, Trinity International University, 1993; MA, 2016.*

Steven Rongley (2019)

*BS, Wheaton College, 2018; MS, USC, 2019.*

Sumathi Sankaran-Walters (2016)

*MBBS, Madras Medical College, India, 1992; PhD, University of California, Davis, 2006.*

Caleb Smith

*MS, Colorado Technical University, 2017; DBA, Colorado Technical University, 2021.*

Gerd Spier (2021)

*BS, University of California, Berkeley, 1967; MA, University of California, Berkeley, 1968.*

Cynthia Voigt (2021)

*BS, Humboldt State University, 1994; MEd., Purdue University, 2020*

Joshua Williams (2021)

*BS, Oral Roberts University, 2016; MS, Purdue University, 2018.*

Donna Wong, (2021)

*BAS, University of California, Davis, 2001; PhD, University of California, Davis, 2011.*

## School of Psychology



**Jeff Stone (2011) Dean, School of Psychology**

BBA, Stephen F. Austin University, 1978; MEd, Georgia State University, 1980; PhD, University of Houston, 1987.

Dr. Stone has practiced as a licensed psychologist in California since 1990. He has over 30 years of experience in this profession, from working as the director of treatment of a drug and alcohol rehabilitation center to serving the community as a psychologist in Sacramento. He has been an adjunct professor for Fuller Theological Seminary in Sacramento since 1994. Before coming to Jessup, he was the director of the master's program in Marriage and Family Therapy at Brandman University. He works closely with churches offering counseling and consultation for those in ministry.

Dr. Stone is Board Certified in Counseling Psychology by the American Board of Professional Psychology (ABPP).



**Erin Ambrose (2007) Professor, School of Psychology**

BA, University of California, Davis, 1992; MA, California State University, Sacramento, 1995; PhD, The Chicago School of Professional Psychology, 2015.

Erin began teaching at Jessup as an adjunct professor in 2007 and has gradually increased her role to full-time over the past several years. She is passionate about introducing students to the field of psychology and mentoring them as they find their life's calling. Erin is also an international speaker and has taught a variety of classes on psychology and relationship issues in Asia. Her international work has spurred a new area of interest in global psychology, and she currently provides leadership for our International Psychology concentration. In addition to teaching at Jessup, Erin is a licensed marriage and family therapist working with couples, individuals, and teens.



**Stephanie Caine (2019) Assistant Professor, School of Psychology**

B.S., Barry University, 2001; M.Ed. University of West Georgia, 2005; Ed.S. Georgia State University, 2008; Ph.D. University of Georgia, 2012

Dr. Caine has worked in education as a high school counselor for 14 years in both public and Christian school settings in Atlanta, Georgia. During her time in education, Dr. Caine served in various leadership roles including Department head, Director of Diversity, and College Counseling. Dr. Caine previously taught in the Master's in Counseling program at Richmond Graduate University in Atlanta, Georgia. Additionally, Dr. Caine is a licensed professional counselor in the state of Georgia. Dr. Caine has led several trainings to school faculty and multiple conferences in the areas of equity and diversity, parenting skills, suicide prevention, relationships, and bullying prevention.

**Brandi Sue Juarez (2018)** *MACP Practicum Coordinator, School of Psychology Clinical Faculty*  
BA, Chapman University (2010); MA, Chapman University (2012)

Brandi is a seasoned Licensed Marriage and Family Therapist and Clinical Supervisor with over 15 years of experience in mental health. In addition to her private practice in Carmichael, she works in the community supervising school counseling programs and giving therapy in an all-inclusive care center for seniors. Before this second career in mental health, Brandi worked in the finance industry as a licensed securities broker, principal, and compliance analyst investigating contracts, regulations, and disputed trade executions for investors. She brings her passion for helping people into her current role as MACP Clinical Faculty and Practicum Coordinator by integrating her Christian faith and shepherding Jessup's graduate students into their own mental health careers, developing and teaching course content in the classroom, establishing quality professional connections in the community, and managing traineeship contracts throughout California.

In addition to her work, Brandi is a vocalist who studied jazz music and performance. She loves worship, painting, coloring, and roses. Her favorite thing to do is tent camp in cool weather near the water with her husband, son, and their three dogs.



**Gina A. Mertz (2016)** *Director, Master of Arts in Counseling Psychology; Assistant Professor, School of Psychology*  
BA, University of California, San Diego (1996); MA, University of San Francisco (1999).

Gina is a Licensed Marriage and Family Therapist with over 20 years of clinical experience providing counseling to children, adolescents, adults and families. Her professional mission is to provide help, hope and healing to clients and students through collaborative, encouraging, enlightening and Christ-centered therapy and academics. In her role as MACP Director, Gina oversees MACP curriculum, faculty and students.

In 2016, Gina began as an adjunct professor at Jessup. She previously worked as a manager and supervisor in community mental health settings and continues to operate her own private practice. Throughout her career, she has specialized in working with diverse populations providing counseling, consultation and training on trauma and abuse.

In addition to her academic and clinical passions, Gina is a poet and writer of Christian children's books.



**Richard Mullis (2018)** *Associate Professor, School of Psychology*  
BA, UCSB, (1991); MA, Biola University (1995); MA, UCLA (2001); MA, Biola University (2003); ThM, Regent College (2004); PsyD, Biola University (2008).

Over the course of 20 years, Richard has taught Spanish Language and Culture and Biblical Studies and Psychology and Theology Integration at Biola University. He recently taught in Vanguard University's Graduate Psychology Department.

Richard has a passion for partnering with others in their growth as they deal with relational, emotional, and spiritual issues; grief and bereavement; sexual addiction and identity issues; trauma; substance abuse, depression, and anxiety issues. He has advanced doctoral training in Gestalt Psychotherapy, Emotion Focused Therapy for Couples, and Contemporary Relational Psychoanalysis and Psychotherapy.

Richard also provides Executive & Life Coaching services, organizational consulting, and intensive weekend retreats. He regularly partners with churches, for profit and nonprofit organizations and their leaders.

**Adjunct Faculty**

Corinne Brodnicki (2018)

*BA, Azusa Pacific University, 2010; MA, Azusa Pacific University, 2012.*

Matthew Campbell (2019)

*BA, California State University, Sacramento, 2010; MA, Western Seminary, 2014.*

Laura Fredrick (2018)

*BA, Simpson University, (2001); MA, Western Seminary, (2007).*

Anita Hermsmeier (2010)

*BA, Hope International University, 2001; MEd, Azusa Pacific University, 2003.*

Mary Hope (2019)

*BS, Radford University, 1989; MA, Webster University, 1995; PhD, Nova Southeastern University, 2006.*

David Inniss (2014)

*BA, West Point, 1999; MBA, California State University, Sacramento, 2004; EdD, Drexel University, 2013.*

Kristen Jensen (2018)

*BA, Chapman University, 2008; MA, Chapman University, 2010.*

Mary Konow (2016)

*BS, Fresno Pacific University, 1999; MS, California State University, Sacramento, 2002.*

Jorge Luna (2012)

*BA, California State University, Sacramento, 1995; MDiv, North American Baptist Seminary, 1998.*

Carrie Newton (2015)

*BA, Biola University, 1994; MA, California State University, Sacramento, 1996.*

Gary Quan (2014)

*BS, California Polytechnic University, San Luis Obispo, 1998; MA, Western Seminary, 2008.*

Cynthia Vanzant (2010)

*BS, Southern University, 1974; MSW, California State University, Sacramento, 1995; EdD, Southern State University, 2007.*



## School of Theology and Leadership



**David Timms (2011)** *Dean, School of Theology and Leadership; Professor, New Testament*

BA, Johnson Bible College, 1986; MA, Emmanuel School of Religion, 1988; PhD, Macquarie University, Australia, 2001.

David has been teaching and leading in higher education since 1993, while also being very active in the local church. He is deeply committed to an educational philosophy that integrates biblical, professional, and personal development for the student.

David is a regular writer. He has published dozens of articles and six books. He frequently speaks at churches, retreats, conferences, and special events. Prior to his career in academia, David was a pastor and church planter.



**Elizabeth Backfish (2017)** *Lead Faculty, Biblical Studies, Associate Professor, Hebrew Bible, School of Theology and Leadership*

BA, Montreat College, 2004; MA, Covenant Theological Seminary, 2007; PhD, Trinity International University, 2014.

Dr. Libby Backfish specializes in the books of Psalms and Judges, Hebrew poetics, ancient translation analysis, and Old Testament theology. From introductory courses to advanced electives, she is passionate about helping her students integrate the truths of Scripture into their areas of study. She also serves as a commissioned pastor at her local church.

Libby has taught theology at the undergraduate and graduate levels since 2011. Her publications include *Hebrew Word Play and Septuagint Translation Technique in the Fourth Book of the Psalter*, and numerous articles in peer-reviewed journals, including *Journal of Biblical Literature*, *Christian Scholar's Review*, and *Journal for the Study of the Old Testament*.



**Max Botner (2021)** *Assistant Professor, New Testament, School of Theology and Leadership*

BA, William Jessup University, 2009; MA, Fuller Theological Seminary, 2011; PhD, University of St. Andrews, 2017

Max has served as a lecturer and researcher in the US, UK, and Germany. His primary research interests include Jewish exegetical practices, ancient messianism and early Christology, and early Jewish and Christian sacrificial theologies. His first book, *Jesus Christ as the Son of David in the Gospel of Mark* (Cambridge University Press, 2019), was awarded the 2021 Manfred Lautenschlaeger Award for Theological Promise. He is also an editor of *Atonement: Jewish and Christian Origins* (Eerdmans, 2020), and the author of *Beyond the Greek New Testament: Advanced Readings for Students of Biblical Studies* (Baker Academic, 2023). Above all, he is passionate about training students, clergy, and lay leaders to know and embody the biblical story.

Max and his wife Jessica are natives of Northern California and alumni of Jessup. They have four children and currently reside in Lincoln, CA.

Max is also the director of the Center for Bible Study, which is an initiative to bring robust biblical studies to local churches. He has served in a variety of church and parachurch ministries and is passionate about using his training as a biblical scholar to serve and equip pastors and local congregations to articulate and embody the gospel of King Jesus. He and his wife Jessica are thrilled to be back home in Northern California. They are the proud parents of four incredible human beings.



**Daniel Gluck (2015) Professor, Leadership**

BA, Azusa Pacific University, 1998; MA, 2003; PhD, Eastern University, 2016.

Dr. Daniel Gluck has served in higher education for most of his career. Before becoming a faculty member, he served as Jessup's Director of Campus Ministries, starting with the Rocklin campus opening in 2004. He was instrumental in expanding chapel, discipleship, and outreach around the globe. Daniel holds a Ph.D. in Nonprofit Organizational Leadership at Eastern University in Pennsylvania. He has invested significant time in Kenya, East Africa, conducting research on the Church's role in peacemaking and ethnic reconciliation.

Daniel's academic expertise includes organizational leadership, practical ministry, African history, peacemaking studies and international development. He is passionate about the impact of leadership principles on areas across the curriculum. Daniel has worked extensively with nonprofits, serving in over 30 countries worldwide. Additionally, he is a frequent presenter at churches, retreats, and conferences.



**Matthew Godshall (2014) Associate Dean; Associate Professor, Theology, School of Theology and Leadership**

BA, The Master's College, 2001; MA, Talbot School of Theology, 2004; ThM, Western Seminary, 2007; PhD, Southern Baptist Theological Seminary, 2013.

Dr. Matthew Godshall joined the Faculty of Theology in the spring of 2015. He is an advisory board and committee member for the Institute for Biodiversity and the Environment (IBE). Matt teaches a variety of New Testament and Theology courses including Romans, Revelation, Historical Theology, Comparative Theology, Theology of Spiritual Formation, and Environmental Ethics. He has a passion for helping students understand, love, and enter into the biblical story. Along with his wife and three kids, Matt is a member of Redeemer Covenant Church in Orangevale and seeks to serve his church through preaching, participating in the worship ministry, and serving as a member of the Leadership Team. His current research interests include environmental ethics, theological paradox, and a recovery of the doctrine of theosis for the Protestant theology.



**Dave Heitman (2021) Assistant Professor, School of Christian Leadership; Director of Graduate Studies**

BA, Point Loma Nazarene University, 2001; MA, Point Loma Nazarene University, 2005; Ed.D. University of the Pacific, 2021.

Dave is originally from California and has studied and worked in over 25 countries, most recently as a pastor and church planter in New Zealand. In addition to ministry, Dave has worked in Christian higher education since 2001, completing an Ed.D. in Innovation and Leadership from University of the Pacific. Dave is passionate about developing future leaders. His areas of research and expertise include leadership stress resilience and leading innovation. Dave serves on several non-profit boards and as the former Dean of Students and is now a full-time faculty member and Director of Graduate Studies at Jessup.



**Mark Moore (2010) Associate Professor, Theology, School of Theology and Leadership**

BA, Indiana Wesleyan University, 2000; MA, Biola University, 2003; MA, Talbot School of Theology, 2005; Ph.D., Rawlings School of Divinity, 2017

Mark teaches core courses in both New Testament and Theology. His current research focuses on theological methodology, popular culture and theology, and spiritual formation. Mark is passionate about connecting theology with real life. Theology is not just a matter of belief for him, but of action as well. Along with teaching, Mark has served in local church ministry for over 15 years.

Mark first began teaching at Jessup in the Fall of 2010 as an adjunct professor. He taught with the University in the role of an auxiliary professor from 2012–2018, joining the full-time faculty in the spring of 2019. He also is the host of the Jessup Think Podcast.



**Marilyn Williams** (2021) *Associate Professor, School of Theology and Leadership*  
BA, Vanguard University, 2008; M.Div. Bethel University/Seminary, 2013; Ed.D., Grand Canyon University

Marilyn graduated from Vanguard University with a B.A. in Religion and Organizational Leadership in 2009. She went on to attain her Master of Divinity from Bethel Seminary in 2013. Marilyn was ordained to Word & Sacrament in the Evangelical Covenant Church in 2014. She will be attaining her Ed.D in Organizational Leadership with an emphasis in Christian Ministry from Grand Canyon University in Spring of 2024. Marilyn has been pastoring churches over the last 12 years, including Executive-level denominational leadership.

Prior to leading in the church, Marilyn and her husband, Michael, founded and led an International Non-Profit Organization, Safe Harbor Ministries, where Marilyn led an itinerate Christian Speaking Ministry. Marilyn has partnered with Open Doors International in writing Bible Studies for the women of the underground church in Iran. Michael has served in International Missions Organizations, such as Wycliffe Associates and OMF International for the last 20 years.

Marilyn is passionate about God's Word, God's People, and connecting the two! Marilyn is a highly relational leader, passionate teacher, and personal mentor & coach. She is committed to advancing the Kingdom of God through the development of transformational leaders in and outside of the church. Her dissertation research is focused on church vitality and the ongoing support of women in church leadership. Marilyn counts it a great honor and significant opportunity to serve Christ as an Associate Professor at Jessup!



**Derek Zahnd** (2018) *Associate Dean, Associate Professor, School of Theology and Leadership*  
BA, University of California, Davis, 1989; MDiv, Fuller Theological Seminary - School of Theology, 1994; PhD, Fuller Theological Seminary - School of Intercultural Studies, 2008; Spanish Certificate, Rio Grande Bible College, 1996.

Dr. Derek Zahnd is Program Director for the Master of Arts in Leadership (MAL) program. He also teaches in the Bachelor of Arts in Leadership (BAL) program.

Derek develops transformational leaders for the cause of Christ in church and culture. He believes everyone can lead, and everyone can learn to lead more effectively.

In his first year of college, God led Derek to start a dorm Bible study. Since then, Derek has served as a part-time youth worker, cross-cultural church planter, associate pastor, interim pastor and senior pastor. He has ministered in nine countries, spoken at conferences in Cameroon, Uganda and India and lived and ministered with his family for ten years in Mexico. He is fluent in Spanish.

Derek's research interests include globalization, ecclesiology and leadership. His doctoral dissertation, *Aspects of the Impact of Globalization on Leadership in Sonora, Mexico*, grew from his relationships with business and church leaders in Sonora, Mexico. He also published *Hope for Unity and Diversity: How to be a Christian, Without being a Jerk*.

#### **Professor Emeriti**

Les Christie

BS, Pacific Christian College, 1971; MA, Fuller Theological Seminary, 1974; DMin, Trinity International University, 2002.

Merilyn Copland

BA, San Francisco State University, 1968; MA, 1973; MA, Institute Holy Land Studies (Israel), 1982; PhD, University of California, Berkeley, 1992.

Jon McFarland

BS, Pacific Christian College, 1968; MDiv, Lincoln Christian Seminary, 1972.

#### **Adjunct – Rocklin**

Andrew Anane-Asane (2019)

BT, West Africa Advanced School of Theology, 1992; MA, Assemblies of God Graduate School of Theology, 1998; MDiv, Theological Center for Asia, 2022; PhD, Trinity Evangelical Divinity School, 2010

Matthew Bach (2016)

BA, Briarcrest Bible College, 2002; MA, Fuller Theological Seminary, 2015.

Scott Bayer (2019)

*BM, Belmont University, 2007; MA, Wheaton Graduate University, 2015; PhD, Claremont School of Theology, 2021.*

Michael Bowers (2014)

*BM, Arizona State University, 1981; MDiv, Denver Seminary, 1984.*

Jordan Brown (2019)

*BA, William Jessup University, 2013; MDiv, Western Seminary, 2011.*

Daniel Burks (2014)

*BSL, Scottsbluff School of Evangelism, 1989; MA, Lincoln Christian College and Seminary, 1999.*

Stephanie Calley (2021)

*BA, Biola University, 1999; MA, California State University Long Beach, 2008; PhD, Biola University, 2020*

Phil Carnes (2020)

*BA, Santa Clara University, 1989; MA, University of Phoenix, 2005; MA, Reformed Theological Seminary, 2007; DMin, George Fox University, 2009*

Jessica Charney (2015)

*BA, Azusa Pacific University, 2007; MDiv, Azusa Pacific University, 2011.*

Todd Cleek (2021)

*BS, Santa Clara University; MDiv, Regent College Vancouver BC, Canada*

Corbett Cutts (2012)

*BS, University of California, Davis, 2002; MA, Fuller Theological Seminary, 2012.*

Justin Daneshmand (2022)

*BA, California State University Fullerton, 2011; MA, Talbot School of Theology (Biola University), 2015; PhD, University of Manchester, 2021*

Fritz Moga (2004)

*BS, San Jose State University, 1979; BS, San Jose Christian College, 1990; MA, Hope International University, 2001.*

John A. Gallegos II (2021)

*BS, BS, CSU Sacramento, 1993; MDiv, Assemblies of God Theological Seminary, 1998; PhD, Regent University, 2017.*

Nathan Giles (2020)

*BA, Life Pacific College, 2017; MA, Talbot School of Theology, 2019.*

Andrew Hassler (2015)

*BS, Butler University, 1999; MDiv, Covenant Theological Seminary, 2005; PhD, Southern Baptist Theological Seminary, 2011.*

David Holcomb (2021)

*BS, University of California San Diego, 1993; MDiv, Bethel Seminary, 2008; PhD, Fuller Seminary, 2020*

Brandon Kertson (2013)

*BA, Azusa Pacific University, 2004; MA, Fuller Theological Seminary, 2011; PhD, Regent University, 2018.*

Brian Long (2016)

*BA, Taylor University, 1983; MDiv, Denver Seminary, 1988; DMin, Denver Seminary, 2015.*

Ryan Murphy (2018)

*BA, William Jessup University, 2014; MA, Fuller Theological Seminary, 2016*

Ann Olson (2016)

*BA, University of California, Davis, 1979; MA, Fuller Theological Seminary, 2016.*

Philip Oswald (2016)

*BA, University of Nebraska, 1977; MDiv, Denver Seminary, 1982.*

Dawn Pickering (2015)

*BS, Biola University, 1982; MA, Liberty University, 2014.*

Sean Post (2019)

*BS, Calvary Chapel Bible College, 2008; MA, Western Seminary, 2012; DMin, Multnomah University, 2016.*

Thomas Savage (2012)

*BA, Samford University, 1989; MA, University of Texas at Arlington, 1996; MDiv, Covenant Theological Seminary, 2003, PhD Candidate, Kings College, London.*

Nathan Shedd (2019)

*BA, Johnson University, 2011; MA, Asbury Theological Seminary, 2015; PhD, St. Mary's University, 2020*

Glen Snyder (2014)

*BA, Barry University, 1984; MDiv, Western Seminary, 1982; DMin, Western Seminary, 1997.*

Linda Sommerville (2004)

*BA, California State University, Sacramento, 1986; MDiv, Fuller Theological Seminary, 1991; DMin, George Fox University, 2020.*

Phil Sommerville (2013)

*BA, Taylor University, 1980; MDiv, Fuller Theological Seminary, 1990.*

William E. Steen, Jr. (2019)

*BA, California State University Sacramento, 1979; MDiv, Fuller Theological Seminary, 1983.*

Brad Swope (2011)

*BA, Wheaton College, 1989; MTh, Talbot Theological Seminary, 1998; PhD, Talbot Theological Seminary, 2018.*

Carlo Walth (2017)

*BA, Taylor University College, 1976; MDiv, Sioux Falls Seminary, 1979; DMin, Fuller Theological Seminary, 2010.*

Steve Weisenburger (2019)

*BA, Biola University, 1992; MDiv, Western Seminary, 2003; DMin, Sioux Falls Seminary, 2019.*

# Multnomah Campus

## Leadership Team



**Taylor, Jessica Lynn**, B.S., M.A., Ph.D. (2018)

**Multnomah Campus Chancellor**

B.S., Warner Pacific University; M.A., Liberty University; Ph.D., Northwestern Theological Seminary.

Dr. Taylor brings a wealth of experience to the role, having served as Multnomah's Vice President of Diversity & Inclusive Development since 2018. Under her leadership the Office of Cultural Integration was established at Multnomah in 2018. The Voices Scholarship program, Multicultural Center and various initiatives have grown Multnomah's vision to be a diverse community that equips students to love Christ and serve their neighbors through their lives and work.



**Slavens, Joseph**, B.A., M.A., Ph.D. (1997, 2019)

**Vice President of Campus Operations**

B.A., Cedarville University; M.A., Multnomah University; Ph.D., Azusa Pacific University.

As a previous student at Multnomah, Joe earned his M.A. in Pastoral Studies in 2000, but he also served the University from 1997-2007 as a Resident Director and then as the Dean of Men/Dean of Students. Joe then served as Director of Student Life at Simpson University and then as an educator within Western Australia's high school system. Joe completed his Ph.D. in Higher Education in 2019 after researching racial justice within the Australian higher education system. Shortly after his 2019 graduation, the Lord brought Joe back to Multnomah, complete with his Australian bride, Bronwen, and their three school-aged children, Bella, Lucy, and Gigi. He is excited to once again partner with the University community to continue the Multnomah legacy of changing lives and helping students love the Savior.

Although he has had different homes across the globe, Joe knows his roots are Oregonian, having lived many formative childhood years in the small, peppermint town of Madras in Central Oregon. In his spare time, you can find Joe devouring another historical documentary or finishing one of his many nonfiction books.



**Fancher, Karen**, B.A., M.A., M.A., D.Int.St. (1998)

**Vice President of Campus Academics**

B.A., Washington State University; Graduate Certificate, Multnomah Biblical Seminary; M.A., M.A., Columbia International University; D.Int.St., Western Seminary.

From a young age, Dr. Fancher was fascinated by other cultures and contexts. She has served as a bilingual teacher, professional counselor, Dean of Students, and Professor. She also had the privilege to engage with churches in South Sudan, seeking to partner with them in providing community-based support for those impacted by the trauma of war. Her greatest joy is to witness students who wholeheartedly invest their lives as humble learners who seek to be instruments of hope and healing.

Dr. Fancher integrates the disciplines of biblical studies, professional counseling, and intercultural studies, as she seeks to help students use their gifts and passions to invest in God's redemptive purposes in this world. She is currently researching community-based approaches to promote support and healing for those impacted by the trauma of war. She desires to support church and community leaders to be catalysts of hope and healing at the grassroots level. Her current passion is to grow in understanding and engaging in the process of peacebuilding between individuals and communities.

**Lisa Newbore,**

Vice President of Campus Relations

B.A., Oregon State University; M.A.I.S., Oregon State University.

## Faculty

**Alvarado, Ruben**, B.A., M.Div., Th.M. (2022)

Assistant Professor

Program Director, BS Leadership

B.A., Simpson University; M.Div., Th.M., Multnomah Biblical Seminary.

**Baumert, Emma**, B.S., M.S.Ed. (2022)

Assistant Professor

B.S., M.S.Ed., Northern Illinois University.

**Beilby, Pamela**, Ph.D. (2022)

Assistant Professor

Program Director, Biology and Exercise Science

B.S., University of California, Irvine; M.A., Portland State University; Ph.D., Oregon State University.

**Burch, Greg**, B.S., M.A., Ph.D. (2012)

Associate Professor

Program Director, Doctor of Ministry and MA Global Development & Justice

B.S., Multnomah Bible College; M.A., Ph.D., Fuller Theological Seminary.

**Hintze-Pothen, Domani**, B.S., M.A., D.A. (1999)

Associate Professor

B.S., Mahatma Gandhi University; M.A., University of Pune; D.A., Idaho State University.

**Holler, Steve**, Dip., B.A., M.Ed., Ed.D. (2015)

Assistant Professor

Dip., Moody Bible Institute; B.A., Columbia College; M.Ed., South Dakota State University; Ed.D., University of South Dakota. Greenville College, 1993-2015.

**Josberger, Rebekah**, B.A., M.A., M.A., Ph.D. (2009)

Professor

Program Director, MA Biblical Studies

B.A., Taylor University; M.A., Gordon-Conwell Theological Seminary; M.A., Gordon-Conwell Theological Seminary; Ph.D., Southern Baptist Theological Seminary.

**Kutz, Karl**, B.S., M.A., Ph.D. (1996)

Professor

B.S., Multnomah Bible College; M.A., Ph.D., University of Wisconsin - Madison.

**Lohmolder, Heather**, B.S., M.B.A. (2019)

Assistant Professor

Program Director, BS Business Administration

B.S., Northwest Nazarene University; M.B.A., University of California Irvine - Paul Merage School of Business.

**Lubeck, Raymond**, B.S., M.A., D.Th. (1991)

Professor

Program Director, BS Bible and Theology

B.S., Multnomah Bible College; M.A., Trinity Evangelical Divinity School. D.Th., University of South Africa.

**Metzger, Paul Louis**, B.A., M.Div., M.A., Ph.D. (1999)

Professor

B.A., Northwestern College; M.Div. and M.A., Trinity Evangelical Divinity School; Ph.D., King's College London, University of London.

**Reilly, Michelle**, M.A.T., M.A.C. (2022)

Assistant Professor

Program Director, BS Psychology

B.A., Pacific University; M.A.T., George Fox University; M.A.C. Multnomah University.

**Smith, Suzanne**, B.S., B.A., M.L.S. (2012, 2020)

Administrative Faculty, Library Director and Research Librarian

B.S., Multnomah Bible College; B.A., Concordia University; M.L.S., School of Library and Information Management, Emporia State University.

**Stuebaker, Steven M.**, B.A., M.A., Ph.D. (2023)

Assistant Professor

Program Director, Master of Divinity

B.A., Northwest University; M.A., Trinity Evangelical Divinity School; Ph.D., Marquette University.

**Vrancila, Alin**, B.S., M.A. (2019)

Vice President, Jessup Global

B.S., Lucian Blaga University, Romania; M.A., Union University.

**White, Kristi C.**, B.S., M.A.C., Ph.D. (2022)  
Assistant Professor  
Program Director, MA Counseling  
B.S., Harding University; M.A.C., George Fox University; Ph.D., University of the Cumberlands.

### **Adjunct Faculty**

Allen, Timothy  
*M.A., Fuller Theological Seminary*

Barber, Leroy  
*D.Min., Atlanta Urban Seminary*

Benesh, Sean  
*D.Min., Bakke Graduate University*

Brewer, David  
*Ph.D., Eastern University*

Butcher, Brad  
*M.A., Multnomah Biblical Seminary*

deLijster, Rebecca  
*Th.M., Multnomah Biblical Seminary*

Dittmer, Kyle  
*M.S., Eastern Washington University*

Dyk, Debra  
*Ph.D., Dallas Theological Seminary*

Feil, Barbara  
*D.Min., Gordon-Conwell Theological Seminary*

Frost, Ron  
*Ph.D., King's College London, University of London*

Greenidge, Deborah  
*B.A., George Fox University*

Harper, Bra  
*Ph.D., St. Louis University*

Humphrey, Rachel  
*M.A., Oxford University*

Hutchinson, Allen  
*Ph.D., Stellenbosch University*

Kirkpatrick, Haley  
*M.Div., Multnomah Biblical Seminary*

Knox, John  
*Ph.D., University of Birmingham*

Mauldin, Jo,  
*Psy.D., George Fox University*

Martin, Roger  
*Ph.D., Fielding Graduate University*

Miller Price, Jazmin  
*M.Div., Multnomah Biblical Seminary*

Moore, Adam  
*M.A., Eastern University*



Morse, Mark  
*M.A., Biola University*

Osgood, William  
*M.Div., Trinity International University*

Owings, Adam  
*Th.M., Multnomah Biblical Seminary*

Pasimio, Michael  
*M.A.C., Multnomah University*

Pastor, Paul  
*M.A., Western Seminary*

Robnett, Tim  
*D. Min., Fuller Theological Seminary*

Roh, James  
*Th.M., Southeastern Baptist Theological Seminary*

Rowell, Dawayne  
*CPA, M.B.A., DeVry University*

Schiave, Thomas  
*M.Div., Denver Seminary*

Schneider, William  
*M.A., Portland State University*

Schwab, Tracey  
*M.Ed., Portland State University*

Sharp, Larry  
*Ph.D., University of Calgary*

Slavin, Tony  
*M.A., Western Seminary*

Swenson, Keith  
*M.D., Washington University School of Medicine*

Talvitie, Lisa  
*M.A., Multnomah University*

Trautmann, Roger  
*D.Min., Western Seminary*

Wheeler, Leah  
*Ph.D., University of Essex*

## Campus Directory

Department	Email	Phone
Academics	<a href="mailto:academics@jessup.edu">academics@jessup.edu</a>	(916) 577-2256
Admissions	<a href="mailto:admissions@jessup.edu">admissions@jessup.edu</a>	(916) 577-2222
Admissions – Graduate	<a href="mailto:admissions@jessup.edu">admissions@jessup.edu</a>	(916) 577-2222
Admissions – Online	<a href="mailto:admissions@jessup.edu">admissions@jessup.edu</a>	(916) 577-2222
Admissions – San Jose	<a href="mailto:admissions@jessup.edu">admissions@jessup.edu</a>	(916) 577-2222
Admissions – Portland	<a href="mailto:admissions@jessup.edu">admissions@jessup.edu</a>	(916) 577-2222
Advancement	<a href="mailto:advancement@jessup.edu">advancement@jessup.edu</a>	(916) 577-1800
Athletics	<a href="mailto:warriors@jessup.edu">warriors@jessup.edu</a>	(916) 577-2366
Bookstore	<a href="mailto:bookstore@jessup.edu">bookstore@jessup.edu</a>	(916) 577-2390
Business Office	<a href="mailto:businessoffice@jessup.edu">businessoffice@jessup.edu</a>	(916) 577-2352
Campus Safety	<a href="mailto:security@jessup.edu">security@jessup.edu</a>	(916) 577-7070
Career Services	<a href="mailto:careerservices@jessup.edu">careerservices@jessup.edu</a>	(916) 577-1815
Facilities		(916) 577-2380
Faculty		(916) 577-2256
Financial Aid	<a href="mailto:financialservices@jessup.edu">financialservices@jessup.edu</a>	(916) 577-2233
Information Technology	<a href="mailto:helpdesk@jessup.edu">helpdesk@jessup.edu</a>	(916) 577-2345
Academic Achievement Center	<a href="mailto:academicachievement@jessup.edu">academicachievement@jessup.edu</a>	(916) 577-2298
Library	<a href="mailto:library@jessup.edu">library@jessup.edu</a>	(916) 577-2288
Office of Institutional Research		(916) 577-2252
Registrar	<a href="mailto:registrar@jessup.edu">registrar@jessup.edu</a>	(916) 577-2200
Student Life	<a href="mailto:studentlife@jessup.edu">studentlife@jessup.edu</a>	(916) 577-2321
Vice President Academic Affairs	<a href="mailto:vpaaoffice@jessup.edu">vpaaoffice@jessup.edu</a>	916-577-2218
Student Accounts	<a href="mailto:financialservices@jessup.edu">financialservices@jessup.edu</a>	916-577-2314

## Board of Trustees 2024

**Bonnie Gore (Chair)**, Placer County Board of Supervisors, Roseville, CA

**Rick Pickering (Vice Chair)**, President, Lead Like Jesus, La Quinta, CA

**Edward Lee (Secretary)**, Real Estate Developer; Healthcare Administrator, Elim Care, Inc., Granite Bay, CA

**Steven Olds (Treasurer)**, Principal and CPA, Williams & Olds CPAs, Sacramento, CA

**John Jackson**, President, William Jessup University, Rocklin, CA

**Tamara Bennett, Senior Pastor**, This is Pentecost Fellowship Ministries, Co-Owner/GM Q1227 Loomis, CA

**Laura Chiappe**, Founder, HISTORY Rocks!, Charter School Contractor, El Dorado Hills, CA

**Paul Edwards**, Retired Senior Pastor, Citrus Heights, CA

**Ted Gaines, Board of Equalization**, President, Gaines Insurance Agency Shingle Springs, CA

**Nick Garza**, Church Network Rep/National Hispanic Spokesperson, Convoy of Hope, Elk Grove, CA

**Chris Mann**, Principal, CPA/CFP, Mann, Urrutia, Nelson CPAs, Roseville and South Lake Tahoe, CA

**Harlyn Matson, Senior Pastor**, 180 Church, Foursquare Denominations Retirement Plan Loomis, CA

**Brent Mesquit**, Chief of Staff, Soaring Investment Management Portland, OR

**Christa Proctor**, Real Estate Professional, Christa Proctor & Associates, Roseville, CA

**Joyce Schroeder**, Missionary with Cadence International Englewood, CO

# University Policies and Regulations

## **Notice of Nondiscriminatory Policy**

Jessup University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin, age, gender, disability, or veteran status in the administration of its educational policies, practices, and procedures. The University also prohibits sexual harassment. Assistance for disabled students is available and is directed by the Success Center. Classrooms and offices are wheelchair accessible. Arrangements for students with other special needs may be coordinated by the Student Life Committee to enable them to complete their programs. Inquiries regarding this nondiscrimination policy and the policy prohibiting sexual harassment may be directed to the Dean of Students in the Office of Student Life for further information and procedures.

## **Student Right-To-Know**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Jessup University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-4605.

Jessup reserves the right to refuse students to inspect the following records:

1. Their parents' financial statements.
2. Records connected with an application to attend Jessup or a component of Jessup if that application was denied.
3. Those records which are excluded from the FERPA definition of education records.

## **Program/Classes Cancellation Policy**

### **Canceled Classes**

The Registrar will track the number of students enrolled in each course during registration and notify the VPAA of any courses that might be in danger of being canceled due to low enrollment (less than 8). The decision to cancel the course should be made no later than midway through the first week of classes so that students have ample time to be notified of the cancellation and alter their schedules. The Registrar's Office will be responsible for completing all of the notification steps outlined below.

### **Program Cancellation**

Every effort will be made to help those students in the program to complete the program as promoted in the University catalog. Courses or potential course substitutions will be continued for at least one year beyond the date of decision to terminate, thus allowing students ample opportunity to plan for the change. Continuously enrolled students will be provided a pathway for completion in the canceled program. Students will be counseled regarding other programs the University offers and/or other schools available to complete the work.

## **TEACH OUT/CLOSURE POLICY**

In accordance with WSCUC standards, an institution is required to “have resources sufficient to provide quality education, training, and student services and to complete the instruction of enrolled students.” Therefore, an institution must provide currently enrolled students the opportunity to complete their training whether instruction is provided: (1) by the institution, (2) at another institution that has agreed to teach out the students, or (3) through refunds or other funding paid to or on behalf of students to enable them to continue their training elsewhere.

An institution must submit to WSCUC a comprehensive closure and teach-out plan to complete the training of all currently enrolled students, including when: (1) an institution indicates an intention to close, (2) WSCUC determines that the institution lacks sufficient financial and/or administrative resources to properly operate the institution and/or complete the training of enrolled students, (3) an institution is placed on show cause, (4) an institution requests an appeals hearing to consider the Commission’s denial or withdrawal of accreditation, and/or (5) an event specified in the Higher Education Opportunity Act (HEOA) occurs that requires a teach-out plan, as described below.

In accordance with the Higher Education Opportunity Act (HEOA), an institution must submit a teach-out plan upon the occurrence of any of the following events:

1. The Secretary of USED notifies WSCUC of either an emergency action initiated against the institution or an action to limit, suspend, or terminate an institution participating in any Title IV federal financial aid program;
2. WSCUC acts to withdraw, terminate, or suspend the accreditation of the institution;
3. The institution notifies WSCUC that the institution intends to cease operation entirely or close a location that provides one hundred percent of at least one program; or
4. A state licensing or authorizing agency notifies WSCUC that an institution’s license or legal authorization to provide an educational program has or will be revoked.

An institution’s teach-out plan and, if applicable, teach-out agreement(s) must be approved by WSCUC prior to implementation. In the event that a teach-out by another institution is required, WSCUC will work with the U.S. Department of Education (USED) and the appropriate state and accrediting agencies, to the extent feasible, to ensure that students are given a reasonable opportunity to complete their training without additional charges.

A teach-out plan must include: (a) the institution’s plan to complete the training of all currently enrolled students; (b) if applicable, an executed teach-out agreement with one or more institutions (currently offering programs comparable to those offered at the closing institution and located in reasonable geographic proximity) to conduct the teach-out; and (c) if applicable, a description of how a tuition recovery fund, or other means, will be used to make student refunds or financially support the teach-out.

### **Teach Out Plan (Minimum Requirements)**

A teach-out plan must adequately address and include, at minimum, each of the following issues:

1. A list of all currently enrolled students that identifies by program the following information for each student: (a) student name, (b) last four digits of the social security number, if applicable, (c) program start date, (d) program end (completion) date, (e) the amount charged for tuition and fees, and (f) the amount paid for tuition and fees by or on behalf of the student, and (g) the amount of any refund and Return to Title IV due to or on behalf of the student.
2. The date of the last classes for each program, and the date of the site closure.
3. Arrangements for the transfer of all current and former student records, including educational, accounting and financial records to a safe, secure, and accessible location and in accordance with applicable legal requirements in the event the institution closes.
4. An explanation, accompanied by appropriate supporting documentation and timelines, of how the closing institution will notify students in the event of a closure and, if applicable, how the closing institution will notify students of the teach-out.
5. Procedures to ensure that the delivery of training and services to students will not be materially disrupted and that obligations to students will be timely met. If the teach-out is not to be completed at the institution, identify the following information for each institution that currently offers programs comparable to those at the closing institution and may be available to conduct the teach-out of some or all students: (a) name, address, phone number, and contact person of the institution; (b) name and clock hours of the comparable programs offered; and (c) assurance that the institution meets the requirements specified below under Teach-Out Agreement. Note that any executed Teach-Out Agreement(s) must be submitted for approval by WSCUC as indicated below.
6. A statement affirming that the institution will follow all state requirements pertaining to teach-outs, teach-out agreements, and closures, including state guidelines regarding tuition recovery funds and/or bonds, if applicable.
7. Submission to WSCUC of Document 28.1(s) – Completion and Placement Statistics and corresponding Document 28.2 – Sampling Verification Forms for the year to date as well as final document 28.1(s) and Document 28.2(s) within 90 days of the last graduating classes (vocational institutions only).
8. An explanation of how job placement services will be provided to all currently enrolled students and recent graduates of the closing institution (vocational institutions only).

### **Teach Out Plan (Additional Requirements)**

An institution may be required to provide a teach out plan that addresses additional issues including those identified below, if conditions warrant

1. The following documentation for each currently enrolled student: (a) enrollment agreement for vocational institutions and/or other enrollment documents for other institutions; (b) up-to-date academic transcript for vocational institutions or cumulative academic progress report for other institutions; and (c) up-to-date account card or student ledger showing all tuition and fees charged, all payments made by or on behalf of the student, and the balance.
2. A staffing plan for the duration of the teach-out that identifies (by month) the faculty and staff to be employed at the institution.
3. Internally generated financial statement(s) that identify (by month) the projected revenue and projected expenses for the duration of the teach-out.

Before WSCUC approves a teach-out plan that includes a program that is accredited by another recognized accrediting agency, WSCUC will confer with that accrediting agency and will subsequently notify the agency of the approval.

**Teach Out Agreement:** As part of the teach-out plan, an institution may be required to submit an executed teach-out agreement with one or more institutions agreeing to complete the training of students from the closing institution. WSCUC will approve a teach-out agreement only if the agreement is consistent with applicable standards and regulations and provides for the equitable treatment of students by ensuring that the teach-out institution has the necessary experience, resources, and support services to:

- provide an educational program of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution that is ceasing operations either entirely or at one of its locations; and
- remain stable in order to carry out its mission and meet all obligations.

If an institution enters into a teach-out agreement, the agreement must be approved by WSCUC prior to implementation. In such cases, the institution must provide documentation to demonstrate that the educational program(s) provided by the teach-out institution is of acceptable quality. The teach out institution must have: (a) sufficient experience, resources, and support services; (b) a program comparable in content, structure, and scheduling to that of the closing institution; and (c) an accessible location within a reasonable distance to the closing institution. The following elements will be considered in approving the agreement:

1. The agreement is with one or more institutions accredited by an agency that is nationally recognized by the U.S. Department of Education, state licensed, and currently offers programs comparable to those offered at the closing institution and will be capable of conducting a teach-out.
2. The agreement states that students will be provided, without additional charge, all of the instruction for which the student originally contracted and paid, but did not receive due to the closure of the institution. This does not preclude a student from the closing institution from voluntarily transferring into the teach-out institution and receiving additional training for an additional cost, with the student notified of such costs.
3. The agreement clarifies the financial responsibilities of all parties, including the assumption of any liability.
4. The agreement indicates the location and type of facility where the student will be taught out as well as any arrangements for new or additional sites.
5. The agreement states whether, upon completion of the program, the student will receive a diploma or certificate from the teach-out institution, or whether the diploma or certificate will be awarded by the closing institution.
6. The agreement indicates whether students who had already enrolled, but who had not yet started their program of study at the closing institution or who are on a leave of absence from the closing institution, will be entitled to begin training or re-enroll at the teach-out institution.
7. The agreement states that the closing institution will provide the teach-out institution with copies of the following records for the students being taught out: (a) Enrollment Agreements; (b) Financial Aid Transcripts; (c) Attendance Records; (d) Academic Transcripts; (e) Student Registration List; and (f) Student Account Records.
8. The agreement provides for placement services to students who complete their courses of study.
9. The agreement requires that the teach-out institution separately maintains records and documents student performance under accrediting standards for the students being taught out.
10. The agreement provides for appropriate notification to the Accrediting Commission and federal and state authorities.
11. The agreement complies with applicable federal and state law.

#### **Closure without Teach Out Plan/Agreement**

In the unlikely event that Jessup University is unable to provide a teach-out plan, WSCUC has established the following protocol: If a WSCUC accredited institution closes without a teach-out plan or agreement, WSCUC will work with USED and the appropriate state agency, to the extent feasible, to assist students in finding reasonable opportunities to complete their training without additional charges.

The owners and/or senior administrators of an institution that precipitously closes without providing adequate arrangements for the students enrolled at the institution at the time of closure, including an adequate teach-out plan/agreement to minimize the risk and hardships to its students, will be subject to a review by the Accrediting Commission for consideration of debarment.

#### **Directory Information**

Jessup University designates the following items as directory information: student's name, parent's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended, and photograph. Students who do not want their directory information to be disclosed must make a written request to the Registrar during registration. If such action is chosen, Jessup will not be allowed to announce any awards received, include student's name and degrees earned in the graduation program, nor release any information to potential employers, graduate schools, or seminaries. Jessup will be allowed to release directory information for students who do not waive their right to disclosure in writing.

#### **Policies on the Retention of Student Records**

All student records are clearly and safely maintained. Student records are handled in accordance with governmental regulations regarding privacy. These records, kept in computer storage, are only accessible with proper security clearances and are regularly backed up securely according to industry best practices. Although there is certainly no anticipation of Jessup University closing, if such an event were to occur, there is a WSCUC accredited sister-institution which could become the custodian of records.

## **Student Complaint Process Notice**

Jessup University takes very seriously complaints and concerns regarding the institution. Most complaints should be resolved at the campus level. If you have a complaint regarding Jessup University, you may present your complaint to the Vice President of Academic Affairs at [academics@jessup.edu](mailto:academics@jessup.edu). These contacts will provide you with a written explanation of the campus process for addressing your particular complaint(s) and answer any questions you may have to assure you a fair process.

If you believe that your complaint warrants further attention after exhausting all the steps outlined in the information given to you by the Dean of Students or VPAA, you may contact the WASC Senior College and University Commission (WSCUC) at <https://www.wascsenior.org/comments>. If you believe that your complaint continues to warrant further consideration after exhausting the review of either WSCUC or the investigative team representing Jessup University, you may contact the Bureau for Private Postsecondary Education for review of your complaint. The bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833; via email at [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov); via phone at 916.431.6959; or via fax at 916.263.1897.

If a distance education student who lives outside the state of California believes that the University's internal procedures have not adequately addressed concerns identified under the Program Integrity Rule, the following link and contact information for each state is provided: [Student Complaint Information by State and Agency](#).

For further information regarding the complaint process, please visit our website at <http://my.jessup.edu/studentlife/home-page/student-complaint-process-notice/>.

## Drug-Free Schools and Workplace

Jessup University provides a smoke-free environment. It is our intent to maintain a drug-free campus where employees and students alike feel safe and secure and where access to support is made available. No smoking or any other use of tobacco, smokeless tobacco, and/or e-cigarettes is permitted on the Jessup University campus, at its offsite locations, or at any university-sponsored activity.

The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) requires all schools receiving federal funding of any kind (i.e. College Work Study, Pell Grants, FSEOG) to notify all students and employees of the following information on an annual basis:

1. The unlawful manufacture, distribution, possession, dispensation, sale, offer to sell, purchase, and/or use of a controlled substance (as defined in Schedules 1 through V of the Controlled Substance Act 21, United States Code 812, as amended) on the Jessup campus, at its offsite locations, or at any Jessup-sponsored activity is prohibited. Violation of this policy will be considered cause for dismissal.
2. Jessup is required to impose sanctions, up to and including dismissal from all programs of student, on any students engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on the property of Jessup. In addition, students involved in such illegal activity are subject to legal sanctions under local, state, and federal law.
3. The health risks associated with the use of illicit drugs and the abuse of alcohol are many. Detailed information concerning known health hazards resulting from the abuse of drugs is available in the Student Life building.

Although recreational marijuana and medical marijuana may be obtained pursuant to a physician's recommendation under California law, California law still does not permit any marijuana at or within 1000 feet of a school campus. In addition, recreational and medical marijuana are still illegal under federal law. Jessup University does not allow possession or use of marijuana for any reason, no matter how small the amount. Violators are subject to campus, judicial, and/or legal sanctions.

Several drug and alcohol counseling, treatment, and rehabilitation programs are available. Should you or someone you know need help in dealing with a drug or alcohol problem, please contact:

**CALIFORNIA YOUTH CRISIS LINE:** 800.843.5200

**SUICIDE PREVENTION CRISIS LINE:** 800.273.8255

**ALCOHOLICS ANONYMOUS:** 916.454.1100

**AL-ANON:** 800.344.2666

**ALATEEN:** 800.344.2666

### Student Right-To-Know and the Jeanne Clery Act

Enacted in 1990, the Student Right-To-Know and Campus Security Act was designed to "assist students in making decisions which affect their personal safety" and "to make sure institutions of higher education provide students, prospective students, and faculty the information they need to avoid becoming the victims of campus crime." The Higher Education Act of 1998 and the subsequent amendment of the implementing regulations (34 C.F.R. 668.46 et. seq.) significantly expanded institutions' obligations under the Act and renamed the Act as the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. In compliance with the Jeanne Clery Act, Jessup University:

- Publishes an annual report every year by October 1 that contains three years of campus crime statistics and certain campus security policy statements.
- Discloses crime statistics for the campus, public areas immediately adjacent to or running through the campus, and certain non-campus facilities. The statistics are gathered from campus security, local law enforcement, and other University official who have "significant responsibility for student and campus activities."
- Provides "timely warning" notices of those crimes that have occurred and pose an ongoing "threat to students and employees."
- Discloses in a public crime log "any crime that occurred on campus . . . or within the patrol jurisdiction of the campus police or the campus security department and is reported to the campus police or security department."

The Jessup University Annual Security Report (ASR) has been prepared to comply with the Clery Act and is published on the Jessup University website. Each member of the University community receives an email that describes the report and is provided the web address along with a link. All community members are encouraged to use this report as a guide for safe practices on and off campus. This Annual Security Report is also available to prospective students and prospective employees via the campus safety website. For a written copy of the report, please contact the Jessup Department of Campus Safety at 916.577.7070.

The ASR also includes current information about the Jessup Campus Safety Department policies, campus crime statistics, crime prevention information, crime reporting procedures, and contact information. There is valuable information related to the Jessup policies regarding sexual assault offenses, missing student

notification procedures, liquor law and drug violations, hate crimes, emergency response and evacuation procedures, and fire safety procedures and statistics. The fire safety portion of the Annual Security Report includes information on fire safety procedures, statistics, reports, and documentation.

The current [Jessup Annual Security Report](#) can be found on the Jessup website.

## **Title IX (Sexual Discrimination and Harassment)**

Jessup University affirms that both men and women are created in the image of God and should be treated with equal dignity and honor. Jessup also acknowledges the applicability of certain federal and state laws that prohibit sexual discrimination and harassment within the Jessup community. Therefore, Jessup is committed to providing a workplace and educational environment that is free from unlawful sexual discrimination and harassment and to providing a prompt, fair and impartial process to redress sexual discrimination and harassment when it occurs. Jessup does not unlawfully discriminate on the basis of sex and prohibits unlawful sex discrimination in any education program or activity that it operates, including admission and employment.

Jessup's Title IX Policy may be viewed at: [my.jessup.edu/titleix/](http://my.jessup.edu/titleix/)

Jessup's Title IX Coordinator may be reached using the following contact information:

**Megan W. Fera, J.D.**

*Title IX Coordinator; Certified Title IX Investigator*

**JESSUP UNIVERSITY - Rocklin Campus**

**2121 University Ave, Rocklin, CA 95765**

**O: (916) 577-7058**

**[titleix@jessup.edu](mailto:titleix@jessup.edu)**

### **Disclaimer**

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